REPORT

ON

PUBLIC INSTRUCTION IN BENGAL

FOR 1907-1908.

CALCUTTA:

THE BENGAL SECRETARIAT BOOK DEPÔT.

1908.

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REPORT

ON

PUBLIC INSTRUCTION IN BENGAL

for 1907-1908.

CHAPTER I.

INTRODUCTORY.

1. Attention has recently been drawn by the Government of India to an inconsistency in the general statistics furnished with the Quinquennial Review of the Progress of Education in Bengal which formed last year's report. It was pointed out that the figures for the area and population of the Province had been arrived at by inclusion of the seven Feudatory States lately transferred to Orissa and of the States of Sikkim and Cooch Behar, whereas in estimating the numbers of institutions and pupils no returns had been included from any of these States. The figures of General Table I were accordingly amended for inclusion in the Quinquennial Review of Education in India which is in course of preparation. **Error in General Table I of 1906-07 report.**

2. This year the statistics contained in General Table I are all in respect of the same area, viz. the Province of Bengal inclusive of the States recently transferred to Orissa (with the exception of Bamra, which did not submit returns), but exclusive of the States of Sikkim and Cooch Behar.

3. The number of institutions which submitted returns during the year under report rose to 45,699, an increase of 1,098 over the figures for the previous year. **Statistics of institutions.**

4. The total number of children of school-going age in the area dealt with in this report, according to the figures of the last census, is 80,65,828, of whom 40,01,215 were males and 40,64,613 females. The numbers returned as undergoing instruction were 11,93,891 and 1,44,304 respectively. The percentage was therefore 29·8 in the case of males and 3·5 in the case of females, as opposed to 29·12 and 3·21 on the corrected figures for the previous year. **Statistics of pupils.**

5. The total expenditure on public instruction during the year is returned as Rs. 1,24,56,227, being Rs. 7,92,759 in advance of the previous year's expenditure. This increase has taken place under each of the general heads of contribution; it is particularly marked in respect of Provincial revenues, which contributed Rs. 41,37,792, an increase of Rs. 4,70,395 for the year. This increase is roughly measured by an additional allotment of Rs. 61,000 made by Government for building grants in the course of the year, and an expenditure by the Department of over 4 lakhs in excess of the grant-in-aid allotment. **Statistics of expenditure.**

CHAPTER II.

CONTROLLING AGENCIES.

Statistics of Management.

Increase of number of institutions under public management.

6. In comparing the statistics for the year under report with those of the previous year, it will be found that there is a very large increase in the proportion of institutions under public management. Two facts supply the explanation. The first is the duplication in number of the *guru*-training schools and the practising schools attached to them. The second is the inclusion in this year's statistics of the schools in the Feudatory States of Orissa (Bamra excepted) recently transferred, the returns from which were not received in time last year for inclusion in the general statistics incorporated in the Quinquennial Review. The number of these institutions which sent in returns was 179, and all were under public management.

Statistics of management.

7. The number of educational institutions conforming to recognized standards is returned at 41,428. Of these 1,379 were under public management as compared with 1,002 in the preceding year. The great majority of the institutions were primary schools, this class accounting for 37,344 of the whole number; of these only 882 or 2·4 *per cent.* were under public management; this shows however an increase of 271 in the year under report. The proportion of institutions under public management rises with the grade of education; out of a total of 1,541 secondary schools, 232 or a little over 15 *per cent.* were under public management, and in the case of colleges the percentage rises to nearly 37—18 out of a total of 49.

8. Out of 232 institutions for the training of teachers, 206 are under public management.

The Educational Services.

Indian Educational Service.

9. No addition was made to the sanctioned cadre of the Indian Educational Service during the period under review. The total number of appointments exclusive of the Directorship was thus 32. The ranks of the service are still empty. At the close of the year only 22 of these appointments were filled, 1 of them by a temporary appointment which has since been made permanent. In this matter no progress was made.

Provincial and Subordinate Educational Services.

10. Orders were received towards the close of the year sanctioning, as at 1st January 1906, the distribution of the cadres of the Provincial and the Subordinate Educational Services between the Provinces of Bengal and Eastern Bengal and Assam. By this distribution 26 appointments in the Provincial Educational Service and 151 in the Subordinate Educational Service were transferred to the new Province. At the close of the year under report the actual numbers of the appointments in the Provincial Educational Service and Subordinate Educational Service in Bengal were 99 and 612—an increase of 9 and 104 respectively over the figures of the previous year.

Lower Subordinate Educational Service.

11. Fifty-nine additional appointments were made during the course of the year to the cadre of the Lower Subordinate Educational Service, which on the 31st March 1908 included 757 appointments. As indicated in the last report, the conditions of this service are unsatisfactory. They will, however, improve in the event of sanction being given to the scheme for the improvement of secondary education which is at present before the Government of India.

Direction.

Appointment of Additional Assistant Director.

12. Proposals were put forward during the year for the appointment of a second Assistant Director to aid the Director in dealing with the greatly increased and increasing work of the Department. Government was unwilling to recommend the appointment of this officer in the Indian Educational Service as proposed. He will therefore be recruited from the Provincial Educational Service. Pending the receipt of final orders, Mr. H. A. Stark of the Provincial Educational Service has been placed temporarily on special duty as Additional Assistant Director of Public Instruction.

The General Inspecting Agency.

13. The scheme for the strengthening of the general inspecting agency provides *inter alia* for the appointment of an additional Inspector of Schools for each Division. By the end of the year two of the additional Inspectors had been appointed. The inspecting staff was further reinforced by the appointment of additional Sub-Inspectors and Assistant Sub-Inspectors up to the total number sanctioned by the scheme. Additional Assistant and Deputy Inspectors were also appointed; and at the close of the year the only appointments required to give full effect to the scheme were those of 1 Deputy Inspector, 3 Assistant Inspectors, and 4 Additional Inspectors. These appointments have since been made. The question of the adjustment of the duties of the various officers is under consideration, and will be dealt with in the next report, in which also it will be possible to give some indication of the effect of the full scheme in operation. **Strengthening of general inspecting agency.**

14. At present the chief inspecting officer in each district is an ungazetted officer of the rank of Deputy Inspector. These officers are the expert advisers in educational affairs of the District Officers and the District Boards, and a suggestion was recorded in paragraph 26 of the last Quinquennial Review that their initial salary should be in future not less than Rs. 150. Something it was felt ought to be done to make their pay and status in some degree commensurate with the character and weight of their work and the importance of their responsibilities. The contention has been urged again this year. Mr. Prothero suggests that they should be placed in the Provincial Service and recruited as Assistant Inspectors are recruited, and not by promotion from the ranks of the Sub-Inspectors. A still more satisfactory arrangement, however, would be to replace the Chief Deputy Inspector in each district by an officer of superior qualifications to be called the District Inspector and to abolish altogether the present Assistant Inspectors, whose position is anomalous and ill-defined. The District Inspector, who should be included in the Provincial Educational Service, would then be the officer primarily responsible for the educational work of the district. Proposals to the above effect are at present under consideration. **Deputy Inspectors.**

15. Meantime question is already raised of the adequacy in other respects of the present scheme so far as Deputy Inspectors are concerned. Representations come in from some of the Divisions urging the appointment of additional Deputy Inspectors over and above the sanctioned increase. There can be no doubt that many of the District Deputy Inspectors are at present overworked; and in the event of sanction not being obtained to the proposal mentioned in the preceding paragraph, relief will probably have to be afforded in certain cases in the Divisions which obtained no increase in the number of Deputy Inspectors from the improvement scheme. The Inspector of Chota Nagpur urges the appointment of an additional clerk to each Deputy Inspector. And Mr. Prothero writes from Bhagalpur:— **Overwork of Deputy Inspectors.**

"Another clerk on Rs. 30 a month will greatly add to the working capacity and efficiency of the Deputy Inspectors, and, I am convinced, would be more beneficial to the inspection work than an additional Deputy Inspector, for what interferes with the proper discharge of their duties is the growing administrative work and not the growth of the schools; these tend more towards consolidation than numerical extension. If the Deputy Inspectors had another clerk, they would, in this division at any rate, be quite able to cope with their work for another decade at least. The form of relief that I recommend would entail less expenditure and would result in greater efficiency of work, for the Deputy Inspector would then no more be chained to his desk work as long as he is now, or have to return frequently to his office from the midst of his outdoor work of the personal supervision of his subordinates."

16. The increase in the number of the Sub-Inspectorate has undoubtedly already resulted in an increase of efficiency. Difficulty, however, arises in recruiting a suitable class of men for the work. This difficulty is particularly felt in Chota Nagpur, where the emoluments are reported to be insufficient to attract Hindi-knowing candidates. From the Inspector's report it appears that the work done by these officers in his Division was on the whole thoroughly unsatisfactory. He presses the proposal (which is still under consideration) to substitute a daily allowance instead of the ordinary mileage and halting rates sanctioned for Government servants of their class. The Inspector of Orissa also writes unfavourably of the Sub-Inspectors, reporting that a large proportion of **The Sub-Inspectorate.**

the new men are of an inferior stamp. The recruitment of these officers appears to have been urged too swiftly, with the result that in many cases men were appointed without sufficient consideration. It is interesting, however, in view of the criticisms, to note that the Inspectors have so far recommended the confirmation of their nominees, without exception, on the expiry of the probationary period of their service. Better work may be expected from these officers when they have settled down to their new duties.

Assistant Sub-Inspectors.

17. Such reports as have been received with regard to the Assistant Sub-Inspectors are unsatisfactory, and it appears probable that future reports will yield the conclusion that the economy secured by completing the ranks of the Sub-Inspectorate with officers of this lower class has been achieved at a considerable sacrifice of efficiency.

Guru-Instructors.

18. The question has been raised of the expediency of discontinuing the service of Inspecting *Pandits* or *Guru*-instructors on the completion of the scheme for strengthening the inspecting agency. This year's divisional reports confirm the view, indicated in the Quinquennial Review, of the inopportuneness of such a measure. According to standing orders on the subject, the chief duty of these officers is to instruct the *gurus*, and were the *guru*-training schools able to relieve them of this duty, the necessity of the continued existence of the *guru*-instructors would not be apparent. Apart, however, from the present inadequacy of the *guru*-training schools to cope with the large numbers of existing *gurus*, it is doubtful whether the Sub-Inspectors, even at their present strength, are sufficiently numerous to dispense with the assistance which the *guru*-instructors are able to afford them in the actual inspection of schools. Special reports have been called for from Divisional Inspectors on these points.

Special Inspectors.

Proposed appointment of Industrial expert.

19. Orders are awaited on the proposal to appoint a Special Officer to work under the Department as Superintendent of Industries and Inspector of Technical and Industrial Education.

Proposals *re* special Muhammadan inspecting staff.

20. In connexion with the scheme for the improvement of Muhammadan education which is mentioned in Chapter X, proposals are before Government for an increase in the number, and improvement in the pay and quality, of the Inspecting Maulvis. It has also been recommended that in each Inspector's circle an officer should be set apart for the supervision of Muhammadan education.

The Female Inspecting Agency.

Arrival of a second inspectress.

21. The staff has been considerably strengthened during the year. At the close of last year it consisted of an Inspectress—Miss Brock—with jurisdiction over the whole Province, and four Assistant Inspectresses. A second Inspectress—Miss Honeyburne—arrived from England towards the end of the year, and took over from Miss Brock the charge of female education in the Hindi-speaking Divisions of Bihar, Bhagalpur, and Chota Nagpur, Miss Brock remaining in charge of the Bengali and Uriya-speaking Divisions and of European education.

Increase in staff of Assistant Inspectresses.

22. The staff of Assistant Inspectresses was completed and there is now one for each Division. Miss Brock reports—

"I consider that nothing that has been done for female education since February 1904 has so tended to help it forward as this step. The work has improved markedly in general efficiency, and for the first time I have kept in continual touch with the various Divisions. What is needed now is a far greater increase in their number. The districts which they are working are, as usual, far too large. This is being borne in upon me in proportion as I see more and more clearly that the districts they are influencing are those that lie close to their immediate head-quarters."

23. The question of a general increase may be allowed to wait developments. Meantime a strong plea is put in by Miss Brock for the appointment of an Assistant Inspectress for Calcutta and another solely for Muhammadan work. Miss Honeyburne pleads for the appointment of another Assistant Inspectress in her Division to superintend the work of the *pardu-nashin* teachers.

Co-operation of Executive and Judicial Officers and the Officers of the Department.

24. The relations of Sub-Inspectors of Schools to the Chairmen of District Boards and to District Officers in the non-Board districts was, as mentioned in the Quinquennial Review, defined by a departmental circular during the year under report, and definite instructions were given with regard to the chief subjects in which the co-operation of the Sub-Inspectors with District Boards and District Officers was regarded as essential. **Issue of circulars on the subject.**

25. The Inspectors concur in expressing their appreciation of the interest taken in education by Executive and Judicial officers. The following quotation from the report of Mr. Prothero, Inspector of Schools, Bhagalpur, may be taken as illustrative:—

"The Executive and Judicial officers were fully alive to their responsibilities. The Inspector received material assistance from them and cordial support in the housing and financing of schools. The value of the co-operation of these officers cannot be over-estimated."

District Boards and Municipalities.

26. The expenditure from District Boards and Municipalities, while it showed a slight advance on the expenditure of the preceding year, did not keep pace with the increase from Provincial revenues and from private sources. In Orissa, where the District Board expenditure decreased by over Rs. 6,000, the explanation offered is that the figures for 1906-1907 were abnormal owing to the expenditure in that year of accumulated savings. A serious loss appears to be occasioned in some Divisions through the lapse of funds. During 1906-1907 and 1907-1908 no less than Rs. 23,000 was lost to education in this way in Chota Nagpur, a Division where the funds were sorely needed. Better management would have avoided this: sums which lapse in this way should in future be re-allotted in terms of the rules.

The effect of the new University Regulations on the management of Government Institutions.

27. Orders were passed by Government during the year for the constitution, in conformity with the requirements of the new University Regulations, of governing bodies for Government colleges and committees of management for recognized schools, as follows:— **Constitution of governing bodies and committees of management.**

A.—Government Colleges.

(1) The Commissioner of the Division—*President.*
(2) The Principal or Lady Principal of the College—*Vice-President and Secretary.*
(3) The Senior Professor or Lady Teacher of the College.

B.—Government Collegiate Schools.

(1) The Commissioner of the Division—*President.*
(2) The Principal or Lady Principal of the College—*Vice-President.*
(3) The Divisional Inspector of Schools.
(4) The Head Master or Head Mistress of the School—*Secretary.*

C.—Government Zilla and High Schools.

(1) The Magistrate of the District—*President.*
(2) The Divisional Inspector of Schools—*Vice-President.*
(3) The Assistant Inspector of Schools.
(4) The Head Master or Head Mistress—*Secretary.*

Rules were framed and approved for the guidance of the managing committees for Government schools.

28. These constitutions are not unalterable, but yield to expediency and the exigencies of local conditions. In Krishnagar, for instance, where the governing body was actually constituted during the year, the local officer was appointed President instead of the Commissioner. The Bethune College worked under a committee prior to the passing of these orders and **Constitutions not unalterable.**

is not affected by them. The question of the supersession of the present committee by a new managing committee with a more satisfactory constitution will probably be settled during the course of the current year.

Travelling Allowance.

29. A long standing grievance was removed by the orders of the Government of India received in the last week of the year, allowing officers of the Indian Educational Service to draw the daily allowance of Rs. 5 admissible generally under the provision of article 1063 of the Civil Service Regulations to officers of the first class.

CHAPTER III.

COLLEGIATE EDUCATION.

General Remarks.

30. This year saw the establishment of the first college classes to study for the courses prescribed by the new regulations of the Calcutta University. It is yet too early to report on the work of these classes, but notwithstanding the higher standard of the subjects taught the classes appear to have worked smoothly in the year under report, and even in science, where probably the greatest changes have been introduced, the colleges have had little difficulty in adapting themselves to the new conditions. Mr. Jackson, Professor of Physics at the Patna College, writes :—

"Several years must elapse before the full extent of the improvements in science teaching rendered possible by the new regulations can be properly appreciated."

He instances, however, as an indication of the developments which may be expected, that a large proportion of the old M. A. practical course had by the end of the year been completed by all the first year students at the college.

31. The reports of the University Inspectors on the Government and other colleges in Bengal were not completed, nor were the affiliation orders of the Syndicate issued in the year under report. The colleges continued to work, therefore, under their old affiliation. In the case of science, however, only four institutions enjoyed affiliation under the former regulations, and such colleges as proposed to take up the new science courses had consequently to be affiliated in the first place. A considerable number of applications were submitted to the University, but several of these, including two from Government colleges in this Province, were refused or held over owing to insufficient compliance with the University regulations. The deficiencies noted in the case of the two Government colleges have since been removed, and they have secured the necessary affiliation. The situation, as it has been altered by the reports of the University Inspectors and the consequent restriction of college affiliation by the University, will be subject matter for report at the close of the current year.

32. The demands of the new regulations upon the public purse, both for Government and for privately managed institutions, are various and severe, and it will probably take several years before the schemes which are on foot for the improvement of the colleges are brought to completion. The establishments have to be increased; colleges equipped with additional buildings and apparatus; the separation of the colleges and collegiate schools has to be carried into effect; and increased hostel accommodation has in many cases to be provided. A single year is far from sufficient for the realization of all these purposes, but the year which has passed has seen a certain amount of achievement and preparation of the way for more complete fulfilment.

Colleges and Students.

33. On the 31st March 1908 there were 5,493 students in 34 Arts Colleges. Of the 34 colleges, 10 were under public management, with an attendance of 1,446 students. The figures for the year show an increase of 67* students in public and of 301 in private colleges. Statistics (1) of colleges, (2) of expenditure.

34. The total direct expenditure on Arts Colleges showed, as might be expected, a very substantial increase, which however it is not possible to estimate exactly on account of the inclusion in last year's figures of the cost of the Commercial classes. The total cost for 1906-1907 including this was Rs. 8,08,010; the cost for 1907-1908, Rs. 8,82,296. The difference of Rs. 74,286 would probably, were the figures of last year's expenditure on the Commercial Department available, be found to fall not far short of a lakh of rupees.

Grants-in-aid.

35. The annual or regular grants to colleges from Provincial revenues under the grant-in-aid rules during 1907-1908 amounted to Rs. 59,580. In addition special grants were made of sums which totalled Rs. 64,276. Grant from Provincial Revenues.

36. The allotment of the Imperial contribution of Rs. 80,000 to private colleges was distributed thus:— Grant from Imperial contribution.

	Rs.
Hostels	11,000
Laboratories	55,000
Libraries	8,000
Buildings	6,000
Total	80,000

37. As may be seen, the pressure of the new regulations is most severely felt in the demands which they make for improved scientific equipment.

Government Colleges.

38. During 1907-1908 the four *mufassal* colleges—Patna, Ravenshaw, Hooghly, and Krishnagar—cost Government in direct expenditure Rs. 1,18,073, and the Presidency College Rs. 1,18,530, an increase of Rs. 12,825 in the case of the *mufassal* colleges and a decrease of Rs. 23,629 in the case of the Presidency College. This decrease is however only apparent, as it can do little more than represent the diminution of cost brought about by the removal of the Commercial Department.

39. In this as in other cases in which figures of expenditure are given in this chapter for Government institutions, it must be borne in mind that the figures are, in accordance with the practice of previous reports, for direct expenditure only. The indirect expenditure, that is the expenditure on buildings, equipment, scholarships, etc., is not included.

Presidency College.

40. At the close of the year the Presidency College had an attendance of 656 students as compared with 692 in the preceding year. The apparent decrease yields to the explanation that the latter figure includes the 65 students of the Commercial Department, which has since been removed from the college and now forms an independent institution. In addition, students attended as in previous years from the Calcutta Madrasa and the Sanskrit College. Attendance.

41. While a most satisfactory record is maintained in the public examinations, other sides of the college life leave very much to be desired. There is in the college but little corporate spirit or social life—a state of affairs which it may be anticipated will in the present defect of opportunities prove extremely hard of remedy. To this in part may be ascribed Life and discipline of the college.

*It may be noted in case of confusion that last year's statistics included 65 students of the Commercial Department of the Presidency College, the figures for which for the year under report have been included under the head "Schools for Special Instruction."

the unsatisfactory discipline of the college. Mr. James, who took over charge as Principal after the Puja vacation of 1907, includes the following statement with regard to the college discipline in his annual report:—

"The discipline of the college cannot be considered satisfactory. It is not so much that specific acts of insubordination and disregard of authority are frequent,—though there have been bad instances of behaviour which can only be called 'rowdyism' during the past year,—but that the whole tone of the college is lax and wanting in the sense of orderliness. The state of things may be best described as an almost total lack of the perception of discipline as loyal submission to authority in the general interest. The quality is negative rather than positive. Students are not disobedient, nor exactly disrespectful; but they are certainly not respectful and there is no ready conformity with rules. The prevailing belief appears to be that rules are made for the sake of admitting exceptions to them, and every individual student regards his own case as exceptional. As incidents the exhibitions of this spirit in action are trifling; but their total effect is disastrous. Laws have no efficacy in a college without a sense for the spirit of law, and this is at present lacking. It must be one of the prime objects of those responsible for the welfare of the college during the next few years to try and work a change in this tone."

Revival of the college council.

42. Meantime the co-operation of the staff in all measures of the college life and work has been secured by the revival and reconstitution by Mr. James of the College Council. The Council consists of 15 members of the staff including the senior professors of 10 subjects, the members of the Indian Educational Service, and additional members of the staff nominated by the Principal. Before the end of the year the Council had held several meetings and proved its usefulness.

The extension scheme.

43. The work of developing the Presidency College into an institution with a life and spirit of its own may be expected to proceed even in the present discouraging conditions under the care and guidance of its Principal, but fulfilment must await the new conditions which will come into existence with the completion of the scheme for the extension of the college.

Its progress.

44. This scheme has made some progress towards realization during the year under report. In deference to local sentiment it was decided to adopt the plan of extending the college on its present site instead of the more satisfactory plan of removing it to a suburban area, where work would proceed unhampered by the disturbances and disadvantages incident to the situation in a busy city area, and there would be room for free expansion. The general lines on which the scheme was to proceed were laid down in July 1907 at a formal conference presided over by His Honour the Lieutenant-Governor. Adjacent ground amounting to 22 bighas in extent was to be purchased which was to provide space for an athletic ground, a gymnasium, additional library space, arts class rooms, and laboratories, hostels and residential quarters, college hall and students' common room. This site was proclaimed during the year. The estimated cost was Rs. 50,000 a bigha. A detailed scheme giving the requirements of the different departments was then submitted by the Principal. On a report by Dr. Morris Travers, F.R.S., the Principal of the Tata Institute, that the accommodation proposed for some of the science departments was excessive, the scheme was revised in this respect. It was not found possible during the year under report to make a start in the necessary expenditure, which by reason of its extent will probably have to be spread over several years. It is desirable, however, that if the scheme is to proceed efforts should be made to find funds without delay for the purchase of the whole site.

Suggested expansion in direction of Technological chemistry instead of proposed Physiological and Botanical laboratories.

45. The scheme was even in its original form by no means extravagant, and such modifications as have been found possible affect the total cost only to a slight degree. There is one important respect, however, in which the project might with advantage be reconsidered. The new University regulations provide for science degrees in Physiology, Botany, and Zoology; and it was part of the Presidency College scheme that additional laboratory accommodation on a liberal scale should be provided for the teaching of at least the first two of these subjects. On the other hand, spacious Physiological and Botanical laboratories of the most modern type have been or are about to be provided in the neighbouring Medical College, and proposals are, it is understood, on foot for

strengthening the teaching staff in these subjects. The duplication of the teaching of Physiology and Botany in the Presidency College seems therefore unnecessary, and I do not think that there would be any difficulty in the way of the Medical College making such arrangements as would secure for it affiliation in the science courses of the Calcutta University. The matter is one for negotiation with the Medical College. If the Presidency College obtained relief in the above respect, expansion in the direction of Technological Chemistry,—a much more appropriate subject for the college,—would then become possible.

Principal's representation for reconsideration of abandoned proposal to transfer the college to the suburbs.

46. Towards the end of the year it was decided that a sum of 3 lakhs would be furnished for the purpose of the scheme and that a narrow strip of land, part of the site proclaimed, should be purchased for the new Physical laboratory and the work of construction begun in the year now current. Nothing has, however, so far, been effected, and the Principal makes in his annual report a strong representation for reconsideration, before it is too late, of the abandoned proposal for the transfer of the college to a more suitable site in the suburbs of the city. The final words of the Principal's report are quoted :—

"At the present moment, in whatever direction we turn with a desire to do better, we are cramped, embarrassed, thwarted. Laboratories, arts instruction, use of library and reading rooms, athletics, residence, social life—in respect of all of those similar difficulties are felt, amounting in some cases to complete frustration. Nothing can be done without more space. Relief can only come to us in one of two ways, either by the full (and may it be speedy) carrying out of the extension scheme, or by removal to a new site. I am constrained to point out again that the extension scheme, large as it is, can never on the present site meet all the existing needs fully, even if we do not project our view forward to possible further needs in the future. Very great improvement, no doubt, is possible under the present extension scheme; some cramping and embarrassment there must be on the present site to the end of time. Before the last irrevocable step is taken, by laying stone to stone for construction of the new Physics Laboratory, I would press upon the consideration of Government—and of educated men in Calcutta—whether even now at this late hour it would not be wisdom to weigh once again the alternative of removal to a fresh site, where alone full and free expansion is possible—and that at less cost probably than that of a restricted expansion here."

It is doubtful whether a reconsideration of this question is now possible. Such a step would of course be justified if an unequivocal expression of opinion in its favour were forthcoming from the educated community of Calcutta. Local opinion was, indeed, far from unanimous on the subject, when it was originally discussed, and it is possible that recent events may have modified the views of those who were at first opposed to removal as to the desirability of retaining the college so near to the distractions of College Square. There can be no doubt, at any rate, that *mufassal* opinion, which is interested in about half the total number of students of the college, would welcome the removal of at least the hostel to a more suitable locality, and this opinion is entitled to the greatest consideration, as *mufassal* students will, despite of drawbacks in other respects, continue to throng to the Presidency College on account of the superior educational advantages which it will always offer.

Patna College.

Statistics.

47. The number of students at this college is steadily increasing. The monthly average for 1907-1908 was 178, an increase of 23 on the attendances of 1906-1907. It is satisfactory to note that there has been an increase in the numbers of Bihari and of Muhammadan students attending the college. The B. A. Examination results published during the year were most disastrous, only 3 students passing out of 37 presented. The F. A. and M. A. results were, however, satisfactory. In the 1908 examinations 29 students were successful out of 90 presented. The results in the B. A. Examination improved, 13 students passing out of 36; but in the F. A. only 13 students passed out of 49 presented,—a most unsatisfactory outcome.

The science classes.

48. The new science classes have attracted a number of students and good work has been done.

Collegiate life.

49. Other sides of college life have been developed. The Principal reports that the system of compulsory games and drill has continued to work

well, that the College Magazine, which has been started, has proved a successful experiment, and that a college dramatic society came into existence which performed three plays in Sanskrit, Urdu and Bengali. All this speaks to the vigorous and healthy life of the college as a community, which meantime differentiates it favourably from other colleges in Bengal.

Extension scheme.

50. Progress has been made with the extension scheme. The Minto Hindu Hostel was completed and occupied; the Muhammadan Hostel was almost ready for occupation; a gymnasium shed has been provided; plans for the new laboratories have received administrative approval; and plans are under preparation for houses for the Principal and a Professor of the college.

Ravenshaw, Hooghly, and Krishnagar Colleges.

51. The numerical strength of the colleges has on the whole been maintained. The Ravenshaw College shows an increase at the end of the year from 158 to 183, and the Hooghly College a decrease from 163 to 149. The number of Uriya students at the former college has been more than maintained. The Ravenshaw and Krishnagar Colleges have not received affiliation in the science courses. The staffs of the Ravenshaw and Hooghly Colleges have been considerably augmented to enable them to cope with the additional work caused by the new University regulations. The results produced in the University Examinations were good with the exception of the B. A. results in the Ravenshaw College, which sent in 57 candidates for the 1908 examination, of whom only 18 were successful. There continues to be a very inadequate enrolment of Muhammadan students. In the case of the Krishnagar College the question of additional accommodation has been solved for the present at least by the separation of college and collegiate school, the school having been removed to adjoining premises rented for the purpose. In the case of the Hooghly and Ravenshaw Colleges this expedient has been impossible and extensive improvement schemes are under way, the main object of which is the erection of new school and hostel buildings for the collegiate schools and the release of accommodation for the colleges. Meantime funds are wanting, and it will be time enough to report on these schemes when there is some immediacy in the prospects of their realization.

52. No member of the Indian Educational Service is yet employed at any of these colleges.

Oriental Colleges.

Institutions.

53. The only public institutions of the class are the Sanskrit College and the Arabic Department of the Calcutta Madrasa.

The Sanskrit College.

54. The numerical strength of the Sanskrit College has still further decreased during the year under report. On 31st March 1908 there were 36 students in the college. The work of the college was, however, more than usually successful. Five students passed the Title Examination of 1908, and eight the Sanskrit Second Examination. No less than 7 students were successful at the M. A. Examination, none of the students who sat the examination having failed. The proposed Board of Examiners for the Sanskrit Examination was not yet constituted by the end of the year.

The Calcutta Madrassa.

55. Mention is made of the Calcutta Madrasa in the chapter on Muhammadan education.

Scholarships.

56. The Junior and Senior Scholarships, which had been since 1904 considerably reduced, were restored to their original number and value. Owing to the transfer of the Sambalpur district to the Province of Bengal, two Government Junior Scholarships were transferred from the Central Provinces, and their value raised from Rs. 8 to Rs. 10, the value of the Bengal third grade scholarships. Two special Senior Scholarships of the value of Rs. 20 a month each were created, primarily for students of the aboriginal races of Chota Nagpur. Sanction was conveyed during the year to the holding of Bengal Government scholarships in the affiliated colleges and Government medical schools of Eastern Bengal and Assam.

Final Remarks.

57. In the face of the dearth of funds, which threatens to increase in future years *pari passu* with the increase in the number of educational objects for which funds are wanted, it is worth considering whether a reduction is not possible in the number of colleges directly maintained by Government. The Presidency, Patna, and Ravenshaw Colleges must always remain and must be kept, especially the first named, in the highest state of efficiency. It is difficult, however, to see what useful purpose is served in maintaining Krishnagar as a Government College, at least on a first grade basis. In Mr. Hornell's Quinquennial Report it is pointed out that the local community has not carried out the undertaking in the matter of permanent subscriptions on the strength of which Government agreed to retain the college on its existing footing. For at least ten years these subscriptions have not been forthcoming. In these circumstances an enquiry should be instituted as to the desirability of Government withdrawing from the management of the college, or at least of reducing it to the second grade status. There are other obvious reasons why the latter step at any rate should be taken. Krisnath College, Berhampore, is situated at no great distance, and has, owing to the enlightened liberality of its patron, the Maharaja of Cossimbazar, become an exceptionally well staffed and well equipped institution capable of dealing efficiently with the new University courses. The number of students at Krishnagar, probably owing to the successful competition of its neighbouring rival, has sunk to 88. If the college is reduced to the second grade status, the saving thus effected will liberate resources which are much needed for the other colleges. Hooghly College is another institution which might in accordance with the recommendation of the Finance Committee of 1886 be abolished or reduced in status. At any rate, no expenditure should be incurred in extending the courses which it is at present able to undertake. As long as it is maintained it should of course be maintained in an efficient state, but its field of work should be narrowed as much as possible.

58. It may be remarked in conclusion with regard to the Government colleges that while much has been proposed for their improvement, comparatively little has been actually done. Progress demands expenditure, and very large sums will have to be provided for men, buildings, and equipment before it can be possible to rest content in the assurance that a lead has been given and an example set to the private colleges in Bengal by the improvement of the Government institutions in the spirit of the reforms which were conceived under the impulsion of the Universities Act of 1904.

CHAPTER IV.

SECONDARY EDUCATION FOR INDIAN BOYS.

The scope of the chapter.

59. As in previous years, secondary education for the purposes of this chapter will be taken as the education given to all pupils reading in the classes above the IV Standard in High, Middle English, and Middle Vernacular schools for Indian boys. Three hundred and thirty-six girls were reading in these schools and 4 Europeans at the end of the year.

Secondary Schools.

60. The total number of secondary schools which sent in returns increased from 1,441 to 1,454 during the year. Previous years had shown a steady decrease. The number of High schools remained unaltered at 390, but there was an increase from 642 to 658 in the number of Middle English schools and a decrease from 409 to 406 in the number of Middle Vernacular schools. The diminution in the number of Middle Vernacular schools is

Institutions.

accounted for by a decrease of 7 and an increase of 4 respectively in the number of aided and unaided schools of that class. The number of High schools under the grant-in-aid rules increased from 182 to 191 in the year under report. The increase is a matter for satisfaction in so far as it brings the schools which have been added to the grant-in-aid list under Departmental control and conduces to efficiency.

Average cost.

61. The average annual cost of High schools, Middle English schools, and Middle Vernacular schools was Rs. 4,748, Rs. 856, and Rs. 516 respectively. The figures for the previous year were Rs. 4,006, Rs. 832, and Rs. 541.

62. In view of the proposals for the improvement of secondary education the following comparative table may be of interest:—

Average Annual Cost of Secondary Schools.

	Public.		Private.	
	1906-1907.	1907-1908.	1906-1907.	1907-1908.
	Rs.	Rs.	Rs.	Rs.
High schools	11,043·3	10,725·9	3,808·3	4,007·2
Middle English schools ...	1,052·4	1,157·5*	813·4	825·8
Middle Vernacular schools ...	554·6	567·6	503·2	493·1

Statistics of Pupils.

Numbers in Secondary and in Primary classes.

63. The number of pupils studying in secondary schools for Indian boys at the close of the year under report was 1,49,013, an increase of 1,726 on the figures of the previous year. Of this number 64,681 were studying in the secondary classes and 84,332 in the primary classes. The number reading in the secondary classes at the close of the preceding year was 64,393.

Numbers in English and in vernacular schools.

64. Of the above total of 1,49,013, 1,24,475 were returned as attending secondary English schools, and 24,538 as attending secondary vernacular schools. The former figure shows an increase of 1,538 and the latter an increase of 188 over the figures for 1906-1907.

Girls in boys' schools.

65. The above figures include 336 girls, of whom 4 were in the middle and the remainder in the primary stages of instruction.

Expenditure.

Expenditure on various classes of schools.

66. The total expenditure on secondary schools for Indian boys increased from Rs. 25,43,105 in 1906-1907 to Rs. 26,24,413 in 1907-1908—a difference of Rs. 81,308. The greater part of the additional expenditure was in respect of High schools, which absorbed Rs. 55,460 of the total. For the rest the cost of Middle English schools increased by Rs. 28,536, while the figures for Middle Vernacular schools show a decrease of Rs. 2,688. These figures seem to continue the evidence afforded by previous reports of the unpopularity of a purely vernacular education.

Distribution of expenditure between public and private funds.

67. The portion of the whole expenditure borne by public funds amounted to Rs. 5,69,870 and by private funds to Rs. 20,54,543—an increase of Rs. 11,567 or 2·1 *per cent.* in the case of the former and Rs. 69,741 or 3·5 *per cent.* in the case of the latter in comparison with the figures of the previous year.

*This increase is possibly due to the Department enforcing the general principle that the English teacher in a Middle English school must have passed at least the F.A. Examination.

68. The average cost of educating a pupil in the various classes of secondary schools for Indian boys during the year under report was— **Cost of instruction.**

	Rs.
In High schools	24·2
In Middle English schools	12·5
In Middle Vernacular schools ...	8·8

The corresponding figures for 1906-1907 were Rs. 22·9, Rs. 12, and Rs.8·7.

Grant-in-aid.

69. The total contribution from Provincial revenues to the direct expenditure of secondary schools amounted for the year to Rs. 1,26,539—an increase of Rs. 13,715 over the contribution of the preceding year. Of this total a sum of Rs. 85,444 went to High schools. Aid to the amount of Rs. 1,21,960 was given from District Board and Municipal funds, the greater part of which—Rs. 90,030—went to Middle English schools. **Statistics.**

70. Hopes were held out by the Department during the year that enhanced grants would be made in the year now current to aid schools in their efforts to cope with the requirements of the University. It is a pity that this was done without assurance that money would be forthcoming. Defect of funds has made enhancement impossible. **Hopes of increased grants.**

Examinations.

71. The number of candidates who appeared at the Matriculation Examination in March 1908 was 3,765; of this number 2,238 passed. The number of candidates who entered last year was 3,535 and the number of passes 1,955. The percentage of success is 59·4 this year as compared with 55·3 last year. These numbers are for boys only. It may not be out of place to mention here that 24 girls also sat this examination, of whom 20 or 83·3 *per cent.* were successful. The number of candidates who appeared at the Primary examination held at the conclusion of the middle stage of instruction in the year under report was 10,397; of these 7,893 or 76·8 *per cent.* were successful. **Statistics.**

72. Reports have been received from the Burdwan and Bhagalpur Divisions of the unsatisfactory test afforded by the Primary examination which since 1904 has been the only Departmental examination held during the school course up to the VI Standard. **The Primary examination.**

Mr. Lambert writes from Burdwan with regard to the large pass (75·6 *per cent.*) of pupils in his Division:—

"I am afraid the high pass is more a reflex of the easy-going fashion in which the examination has been conducted than an accurate representation of facts—the statement of the success of pupils determined by a judicious test of progress."

Mr. Lambert anticipates however that with the increase of the inspecting staff, it will be possible to exercise a closer control over this examination and to check the abuse.

Mr. Prothero writes still more strongly from Bhagalpur:—

"The Primary examination is not and cannot be, as it is now conducted, satisfactory. The public have no confidence in it, and it is more often than not a farce. The abolition of the public examination at the end of the VI Standard has had a detrimental effect on the efficiency of the schools. If there is to be an examination, it is better to have a public examination than a private examination."

And again:—

"Private examinations *in situ* postulate a high sense of duty and honour on the part of the teachers, a variety in the choice of subjects by the students, public spirit in the locality, and the application of a fairly uniform test: none of which are in evidence now to the extent they should be. At present.....there are almost as many standards as examining officers."

The abolition of the old Middle Scholarship Examination, which was due to the general reaction against the practice of over-examination formerly prevailing, was no doubt premature in Bengal, and should have been deferred till schools were more fitted to be entrusted with the conduct of an *in situ*

examination, and till the controlling staff had been sufficiently strengthened. It is unnecessary, however, to take the extreme step of advocating a reversion to the former system at present. The first step obviously is to watch carefully the effects of the greater control which will now be possible with the increase that has taken place in the inspecting staff and to do what is possible to improve the examination under existing conditions.

Mr. Prothero's and Mr. Lambert's remarks are in the meantime being circulated to the other Divisional Inspectors for report.

Educational Arrangements in Sambalpur.

73. The district of Sambalpur continued after its transfer to Bengal to work under the educational system of the Central Provinces, to which it formerly belonged. The question of bringing the educational arrangements of the district into conformity with the Bengal system was under consideration during the year. The vernacular examinations were brought into line, and proposals are now before Government for the necessary alterations in the rules for the award of scholarships. In view of the generally backward state of the district, the question was considered of permitting a continuance of the lower fee rates of the Central Provinces. But no decision was arrived at except in the case of the Sambalpur High School, where the continuance of the old rates has been permitted.

Improvements.

74. The general state of secondary education was adversely commented on in the general remarks which occupy paragraphs 235—255 of the last Quinquennial Review, and the lines were indicated along which improvement should take place.

Proposed School Final Examination.

75. The first improvement which was considered necessary was the enfranchisement of secondary education from subservience to the Entrance Examination of the Calcutta University. This was to be dealt with by settling a curriculum and courses of instruction for the upper classes of High schools and by the institution of a School Final Examination. The decision of the Government of India was communicated during the year that the question of organizing the School Final Examination should be postponed until the inspecting staff of the Department is strengthened and the University, with experience of its enlarged obligations under the Universities Act, can be induced to look for some relief from the burden of conducting school examinations. This decision, however, was no bar to the consideration of the scheme as a practical measure, so that when the objections to its inauguration are removed it may be brought into effect without loss of time. Accordingly, towards the close of the year a committee representative of the University, the public, and the Department was constituted under the orders of Government for the purpose of considering the courses of study for the four highest classes of High schools, alternative to the Matriculation course, and of making other proposals with the object of preparing the way for the introduction of the School Final Examination. The first meeting was held in January 1908, when the general outlines were provisionally settled and sub-committees were appointed to work out the requisite syllabuses. The committee has now finished its labours and a report will shortly be submitted to Government.

Revision of syllabus of studies for standards III to VI.

76. The unsatisfactory nature of the syllabus and text books prescribed for the lower secondary classes of Middle and High schools was then commented on. The necessity was indicated for the preparation of a satisfactory syllabus which would amongst other things provide for the teaching of English by the "Direct Method" for four years prior to the High school classes in which English becomes the medium of instruction. The need was also indicated of text-books written in a language not overladen with classical and unfamiliar terms. During the year under report a revised syllabus of studies for Standards III to VI was drawn up by the special committee appointed for the purpose, and submitted to Government for approval in June 1907. The special committee were at the close of the year occupied in the reconsideration of the syllabus in the light of criticisms which had been received from persons

and associations interested in education to whom it had been circulated by Government for opinion. The preparation of new text-books must of course await the final settlement of the courses of instruction. The work of this committee has likewise been completed, and its proposals, which involve a considerable modification of some of the syllabuses originally framed, are now under the consideration of the Director of Public Instruction.

Proposals for improvement of establishment, buildings and equipment.

77. The next point noted was the general incompetence of the teachers employed in secondary education. The question of the bettering of secondary schools in Bengal and also in Eastern Bengal and Assam by improvement in establishment, buildings, and equipment was considered during the year by a conference of administrative and educational officers of the two Provinces. The conference was held in December 1907 and again in January and in March 1908. There was a unanimity of opinion that the chief defect in both Government and private schools was the inadequate pay and the consequent inferior qualifications of the staff. The individual inspection of High schools which was made during the year on behalf of the Calcutta University had corroborated only too completely the previous information as to the deplorable condition of the cheap private schools, and the conference was of opinion that the time had come when the Government and the University should combine to put the secondary schools of the Provinces in order or be content to let them go their own way and accept the evils of an ill-educated people. The recommendations of the conference, which have received the approval of the Lieutenant-Governors of both Provinces as well as of the Vice-Chancellor of the Calcutta University, have, since the close of the year under report, been submitted to the Government of India. They involve a liberal system of grants-in-aid to private schools, which if carried into effect will go far to place the secondary education of the Province on a satisfactory footing. The difficulty here as elsewhere lies in the adequate provision of funds; but, as the improvement of secondary education is a necessary corollary to University reform, it is hoped that the Government of India, which was largely responsible for the latter, will see its way to giving the necessary assistance to Provincial revenues.

Progress in training of teachers.

78. The question of training colleges has not been neglected during the year under report and some progress has been made, a report of which will be found in Chapter VI, which deals with the training of teachers for Indian schools.

CHAPTER V.

PRIMARY EDUCATION FOR INDIAN BOYS.

Introductory Remarks.

79. The statistics for 1907-1908 are obscured for the purpose of comparison by the inclusion of the figures for the six Feudatory States of Orissa, which found no place in the returns for 1906-1907, and by the confusion which has taken place owing to an unspecified number of *maktabs* having been taken this year out of their previous classification as Primary schools and brought under the head of schools for special instruction. Account can be taken of the aberration caused by the inclusion of the returns from the Feudatory States: it brought in 165 schools and 12,916 pupils, and increased the expenditure on primary education by Rs. 23,324, of which Rs. 19,821 was from public and Rs. 3,503 from private funds. But there is difficulty in arriving at any definite figures for the adjustment rendered necessary by the change in the classification of the transferred *maktabs*. This matter is more fully dealt with in the chapter on Muhammadan education. It may be safely concluded, however, from the returns that primary education has continued to spread during the year under report.

80. The great majority of Primary schools are Lower Primary; the great majority of these have no abode save such unsatisfactory and precarious accommodation as local charity affords them; a very large number have no

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equipment,—neither blackboards nor benches—and in the matter of instruction are almost equally bankrupt, with *gurus* literate only in the early elements of learning. It speaks to the reality of the demand for instruction that even in these circumstances the returns of primary education should be a witness of progress.

Primary Schools.

Number of schools.

81. The total number of primary schools which sent in returns remained constant at 33,954,—a somewhat curious coincidence. The increase in the number of Upper Primary schools from 2,908 to 3,089 was exactly counterbalanced by a decrease in the number of Lower Primary schools from 31,046 to 30,865. This decrease, even taking into account the fact that the 165 schools of Feudatory Orissa have been added this year, is more than accounted for by the change in the classification of *maktabs* before referred to. Cuttack and Puri suffered a loss of 236 and 104 schools respectively, attributable to the scarcity brought about by flood and drought. A decrease of 81 and 42 schools respectively in Manbhum and Singhbhum is variously ascribed by the Deputy Inspectors to the insistence on a higher standard of efficiency and to the scarcity of food-grains.

Average cost.

82. The average cost of Upper and Lower Primary schools for the year was Rs. 187·8 and Rs. 70·5. The figures for the previous year were Rs. 177·8 and Rs. 65·5.

Statistics of Pupils.

Number of pupils in Primary Schools.

83. The number of pupils studying in Primary schools for Indian boys at the close of the year under report was 9,83,254, an increase of 29,799 on the figures of the previous year.

Distribution between upper and lower primary.

84. Of the above total of 9,83,254, 1,49,400 were returned as attending Upper Primary and 8,33,854 as attending Lower Primary schools. The former figure shows an increase of 12,275 and the latter an increase of 17,524 over the figures for 1906-1907.

Total number of boys in primary stages.

85. The above returns omit the number of pupils attending the primary classes of secondary schools. Taking these figures into account and omitting the female pupils, the returns show a total of 10,17,639 boys in the primary stage of instruction, 59,188 of whom were in the upper and 9,58,451 in the lower primary stage. The corresponding figures for the previous year were 58,941 and 9,33,271.

Expenditure.

86. The returns under this head require some explanation. The total expenditure on Primary schools for Indian boys increased from Rs. 25,50,768 in 1906-1907 to Rs. 27,57,664 in 1907-1908, a difference of Rs. 2,06,896. This sum is made up of—

(1) An increase of Rs. 12,494 from Provincial revenues, of which some explanation may be found in the increased number of institutions under Government management, a number for instance having been added as practising schools to the new *guru*-training schools.

(2) An increase of Rs. 78 in the expenditure from District Board and Municipal funds and the funds of Native States. This increase results from an increase of Rs. 21,446 from the funds of Native States, which is almost entirely due to the inclusion of the returns from Feudatory Orissa, and a decrease of Rs. 21,368 in the expenditure from District and Municipal funds. A partial explanation of the apparent disproportion of the local fund contribution to primary education during the year under report may be found in the removal of the *maktabs* before referred to from the class of Primary schools, the result of which may be seen in the increased expenditure of Rs. 24,279 from local public funds on the class of miscellaneous schools to which they

were transferred. Other causes have also contributed as, for instance, in Orissa, where a decrease of between Rs. 7,000 and Rs. 8,000 in the District Board expenditure is attributed by the Inspector partly to a large amount of accumulated savings, partly to certain bills having remained unpaid at the end of the year.

(3) An increase of Rs. 1,94,324 in the expenditure from private sources. This abnormal increase appears to be due in large measure to the proposal to abolish fees in Primary schools, which has resulted in some of the Divisions at least in a more generous estimate by the *gurus* of the payments received by them in fees and kind. The possibility of the proposed measure being effected sufficed in many cases to cause the *gurus* to put their emoluments at such a figure as would not compromise their prospects of compensation. The best example is to be seen from the returns for the aided and unaided schools of the Orissa Division, where, although the number of these schools has decreased by 150 and there has also been a decrease in the number of scholars, the returns of fees show an increase of Rs. 46,867.

The Grant-in-aid System.

87. Reports agree that the system of the payment of teachers by subsistence and deferred allowances has worked well and is an improvement on the system, which it has superseded, of payment by results, but that if it is to achieve the object with which it was framed it must be carried out on a more liberal scale than at present prevails. Mr. Prothero, the Inspector of Bhagalpur, writes :—

"At present the so-called subsistence allowances are charitable doles hardly sufficient to keep their recipients above starvation, with all the other income thrown in."

Teachers.

88. The total number of teachers employed in Primary schools for Indian boys at the end of 1907-1908 was 36,629 as compared with 36,165 at the end of the previous year. Of these 2,485 were returned as trained—an increase of 500 in the year, which is largely owing to the activity of the *guru*-training schools; 11,813 were returned as having passed only the Lower Primary examination and 10,071 as having no special qualifications. It can scarcely be expected that a better class of men will be attracted to primary teaching if the pay of this occupation remains unimproved. It is reported from Orissa that the average monthly pay of a teacher from all sources was Rs. 7-8 in an Upper Primary school and Rs. 5 in a Lower Primary school. In Patna the Inspector monthly income of a Primary school *guru* does not exceed Rs. 6 on an average.

Buildings and Equipment.

89. There is little to be added to what has already been said on this head. The majority of Primary schools have no permanent abode and no equipment. They are housed as a rule in casual quarters which are in every way unsuitable.

90. Progress is reported from the Divisions in the construction of Primary school buildings in aid of which the special Government contribution of Rs. 5,03,598 was assigned in 1905-1906. There is, however, great difficulty experienced in obtaining the necessary contributions from the villagers, and progress is arrested on this account in the Burdwan Division, where the cost of buildings is high. **Construction of buildings with Government aid.**

Night and Continuation Schools and School Post-offices.

91. With regard to these schools there is little to be added to what has been said in previous reports. It is agreed that the night schools, which have decreased from 928 to 859, theoretically serve a useful purpose, but that the

most vigilant control is necessary to secure their honest and effective working. The number of teachers employed as post-masters rose from 591 to 602. Reports are agreed that the system is working satisfactorily.

Revision of the Curriculum of Standards I and II.

Syllabus and Text Books.

92. As stated in the last Quinquennial Review, a revised syllabus was published during the year under report for the Infant Section and for Standards I and II, and it was ordered that this syllabus should be taught in schools from the beginning of 1910. The work of preparation of the Junior Teachers' Manual and the necessary vernacular readers and arithmetic, which were to be ready by 15th June 1908, proceeded with reasonable expedition. The majority of the books were ready for the final consideration of the Special Committee by the close of the year.

Improvement of teachers necessary.

93. The next step will be to take measures for securing the effective communication of instruction to the pupils along the lines of the new course when it comes into operation. This will only be possible if the qualifications of the teachers are improved, which again depends on (1) increased efficiency of the *guru*-training schools, (2) better pay for primary teachers.

Abolition of Fees in Primary Schools.

94. A measure was under consideration by the Government of India in 1906 for the abolition of fees in those public vernacular schools which have seven standards (or less) above the infant class, and are under the management of Government, Municipal or local bodies, or in receipt of grants-in-aid. The abolition of fees was not to extend to the primary departments of secondary schools for Indians nor to European schools In November of that year remit was made to the various Local Governments to consider and report on the measure. The late Director took the work in hand, and before the close of the year submitted an exhaustive report to Government. It is impossible here to enter into the details of the report, but a general outline may be attempted. In the first place the opinions were taken of executive officers throughout the Province and a large number of individuals and associations representative of the unofficial public. The preponderance of the opinions expressed was in favour of the measure; but a strong minority, which included a majority of the executive officers consulted, preferred that a large grant should be given for the improvement of existing schools and the establishment of additional schools in ill-provided and unprovided areas. The late Director from a purely educational point of view concurred with the minority. He was nevertheless inclined to take a broader view of the question, and in consideration of the control over primary education which the measure would secure to Government and the extension and improved efficiency which would ensue, he recommended its adoption. It may be pointed out, however, that these results do not depend primarily on the abolition of fees, but follow rather from the assumption of direct management by Government or the District Boards, which is not incompatible with the levying of fees, as well as from the increased expenditure on each individual school which is now proposed. Even without actual public management, the control of Primary schools could be made sufficiently effective by an increase of the grant-in-aid.

95. In working out the detailed proposals it became evident that the cost of the measure would be very largely in excess of that which had been anticipated by the Government of India. On the assumption that it would be carried into effect in the year now current, the total cost of the abolition of fees in all vernacular schools was estimated for the first year at over 30 lakhs, rising in the following year to over 47, and in 1913-14 to almost 64 lakhs. It is doubtful, however, whether even these figures allow sufficiently for expansion, when it is considered that only 24·4 of the male, and 2·9 of the female population of school-going age are at present under instruction. The figures are sufficiently deterrent as they stand, and, especially in view of the urgent claims of other branches of education for Government support, affect most powerfully the question of the immediate introduction of free primary education.

96. A general idea of the basis of the estimated expenditure may be gathered from the statement below, which gives figures for the first two years.

97. In view of the amount of the expenditure, Mr. Earle suggested as a possible alternative that the scheme might proceed in the meantime with the omission of the items D, F, and B of the statement below. While this would make no change in the cost for the first year, it would reduce the annual increase, so that in 1909-1910 the cost would be about 33 instead of about 47 lakhs, and in 1913-14 about 41 instead of 64.

98. The recommendation submitted was that the entire scheme should be carried through; alternatively, if funds were insufficient, that the smaller scheme should be adopted; and, if that also were impracticable, that effect might be given to the recommendation of the majority of executive officers consulted to make a considerable grant for the improvement of primary education and for its extension to backward areas.

Statement above referred to of the estimated cost for the first two years of the abolition of fees in vernacular schools in Bengal.

I.—First Year.

	Rs.	Rs.
Cost of abolition of fees—		
In public Middle Vernacular and Primary schools ...	24,785	
In aided ditto ditto ...	29,92,969	
In aided lower grade *Madrasas* and *Maktabs*	42,343	
Total for the first year ...	.....	30,60,097

II.—Additional Expenditure for Second Year.

A—The scheme proceeds on the anticipation that the effect of the measure would be to render it impossible for unaided schools to hold out. The cost of bringing them on to the aided list, on the assumption that the process of absorption would take four years, was estimated for the first year after the inauguration of the measure—		
For ordinary schools at	1,93,872	
For *Madrasas* and *Maktabs* at	3,240	
		1,97,112
B—In the anticipation of a general expansion of primary education following upon the abolition of fees, the cost on account of new schools to be opened in the first year after the inauguration of the measure was estimated—		
For ordinary schools at	1,27,872	
For *Madrasas* and *Maktabs* at	780	
		1,28,652
C—In the anticipation that an effect of the abolition of fees would be the withdrawal of the great bulk of voluntary subscriptions, the cost on account of the consequent conversion of aided and unaided schools into public schools, on the basis of a four years' period for the completion of the operation, was estimated for the first year after the inauguration of the measure—		
For ordinary schools at	26,172	
For *Madrasas* and *Maktabs* at	96	
		26,268
D—The cost of providing books and other school requisites free of charge was estimated for the first year —		
For ordinary schools at	7,60,995	
For *Madrasas* and *Maktabs* at	7,723	
		7,68,718
E—The cost of the additional inspecting staff to be rendered necessary by the expansion of education was estimated at	.....	16,639

		Rs.
F—The cost of constructing and maintaining buildings on the assumption that there would be 20,000 schools to be provided with buildings, that the cost in each case would be Rs. 1,000, and that the work would be spread over a period of 40 years, was estimated for the first year following the abolition of fees at ...	.....	5,00,000
G—The cost of contribution to the Provident Fund was estimated for the first year following the abolition of fees at	.....	38,079
Total for the second year ...	.....	47,35,565

CHAPTER VI.

THE TRAINING OF TEACHERS FOR INDIAN SCHOOLS.

Introductory Remarks.

99. It has been sufficiently indicated in previous reports that one of the most pressing needs of the Province in regard to primary and to secondary education, in regard to the education of boys and of girls alike, is the improvement of instruction by the reform and extension of the present system for the training of teachers. Education may be expected to gain thereby not only from the immediate improvement of method. but also from the zeal which is the natural outcome of the interest aroused in teachers by sound instruction in the principles and practice of their profession. So far as the vernacular education of boys is concerned, there is at present some attempt to provide a training for the teachers. For the primary stages of instruction there are the *guru*-training schools which are being forced along the path to efficiency. For the middle stages there are the various Government training schools at different centres of the Presidency, which provide at any rate a basis for more satisfactory arrangements; but for the training of masters for the purely High school stages of the education of boys, and of mistresses for the education of Hindu and Muhammadan girls in all stages, there was not at the close of the year under report any actual provision at all.

100. Proposals are already awaiting orders for the improvement of the secondary education of boys by improving the profession so that it may, in the market of occupations, secure men of superior intelligence and force who are at present diverted from it by the poverty of its prospects. Consideration has not been neglected of the equally important measure of providing the means to stimulate teachers to efficiency by professional instruction. The scheme for the establishment of a training college has been under way for long, and after a career of some vicissitude was at the close of the year ready to make a modest and experimental start.

101. The scheme for the training of female teachers has also made some progress. During the year under report it was not possible to establish either of the proposed colleges at Bankipore or Calcutta, but matters were put in train for making an actual start in the year now current, and it should be possible next year to report substantial progress.

Male Teachers.

The Training of English Teachers.

The David Hare College.

102. Orders have not been received on the revised proposals for the combined training college in Calcutta. Just before the close of the year, however, promise was given of an effective start. Orders were issued which sanctioned, pending the establishment of the training college, the opening of a class for English teachers in connexion with the Hare and Hindu Schools with effect from 1st July 1908. The staff was to consist of Messrs. Griffith and Thickett, Masters of Method, and Mr. Armitstead, a Head Master, who were

brought out in connexion with the scheme originally sanctioned. The classes of the Hare and Hindu Schools were to be utilized for practical work, and admission was to be restricted to 20 teachers who had passed the B.A. or B.Sc. examinations, 18 of whom were to be Government officers This class, which under the name of the David Hare College for Teachers has been affiliated to the Calcutta University, has now made a promising start in temporary quarters in the Albert College buildings, and it will be possible to report next year on the outcome of the experiment. Mr. Griffiths has been placed in charge of the work as temporary Principal.

103. Bihar has not, however, taken at all kindly to the decision to make Calcutta the only centre of the higher training of teachers in the province. The following quotations from the reports of the Inspectors of the Bhagalpur and Patna divisions afford material for consideration.

Mr. Prothero writes:—

"The Biharis have not been able to avail themselves of Medical or Engineering education for the simple reason that the Medical and Engineering colleges are located in Calcutta or its suburbs. * * * It is made a reproach to the Biharis that they all go in for the Bar and eke out a miserable existence by means of this profession. Can it be for a moment imagined that the Biharis can have any natural preference for a profession so ill-paid if the lucrative professions of Medicine and Engineering were equally available to them? Be that as it may, if it is desired that the educational institutions in Bihar be officered by her own sons, and education in Bihar be not imparted by a people alien in language and interests to the Biharis, it is absolutely necessary that the Training College for Teachers be established in Bihar, either at Bankipore or Bhagalpur. * * They (the Bengalis) have already the Medical College, the Engineering College and the School of Art for practically their exclusive use; let there be at least one Professional College in which the Biharis too may have a share."

Dissatisfaction in Bihar with decision to make Calcutta the only centre for the higher training of teachers.

Mr. Thickett writes:—

"It will not be out of place to mention here that the proposal to open the Training College for English Teachers in Calcutta is viewed with dismay by the teachers and educationists of Bihar. The experience of the Medical and Engineering Colleges in regard to Bihari students will certainly be repeated in the Training College; for the Biharis are a home-loving people and will not willingly undergo a course of training in a foreign city. Unless a similar institution is given to Bihar, the educational disadvantages under which Biharis at present labour in comparison with the more fortunate races of Lower Bengal will be greatly accentuated."

104. While there is a considerable amount of truth in these remarks, it must be noted that there is a risk in establishing training colleges at all, before we have improved the pay and prospects of the teachers themselves, and that this risk appertains more particularly to Bihar. There would be no great difficulty in passing the handful of Bihari teachers we already possess through a training class, though the period of training carries with it according to Government rules a reduction of an already too meagre pay and though in some cases the material is almost too unpromising to make the experiment worth undertaking; but the real problem which faces us at present is to induce the Bihari to enter the Education Department as a teacher at all, and this we can certainly not do, far less persuade him to undergo a preliminary course of training for the purpose, unless a radical change takes place in the prospects of Government school teachers.*

The Training of Vernacular Teachers.

The first and second grade Training Schools.

105. The first grade training schools supply teachers for the higher classes of vernacular schools and the vernacular classes of High and Middle English schools. The Head Pandits of *guru*-training schools are also drawn from the students of these institutions. Their function is therefore one of extreme importance, but there is no room for congratulation in their actual working. The main defects have been pointed out in the last Quinquennial Review—a bad curriculum of studies, defective instruction and unsatisfactory rules for admission, which stock the schools with students who are in age and education immature.

Their defects.

* Government has since the expiry of the year under report decided to open an experimental training class for teachers at Patna after the Puja vacation.

Their reference.

106. With regard to the Patna Training School for instance the Inspector, repeating the criticism of his predecessor, reports that the quality of the training given is of that low order which is to be expected from the appointment to train youths for the teaching profession of men who have themselves no special knowledge of the art of teaching. Attention was drawn in the Quinquennial Review to the prevailing impression that the quality of men turned out by these institutions is worse in the present than it has been in the past. The reports for 1907-1908 confirm this, and the responsibility is ascribed to the shortening of the course from three to two years and the substitution of the new Primary examination for the old public Middle scholarship examination as a minimum qualification for admission. There is uniform testimony as to the comparative worthlessness of the former examination as it is at present conducted. The reform of these institutions is urgently called for. Proposals are at present before Government for the conversion of the first grade training schools at Calcutta and Bankipore into model training institutions. Meantime some modest measure of reform may be expected as a development from the institution of the training classes in the Albert College, and the output of teachers who have studied under expert guidance the principles and practice of their profession. As far, however, as the unsatisfactory nature of these institutions is due to an improper curriculum of studies, prompter measures may be taken, and it is intended to appoint a committee to consider this question during the coming cold weather. The matter would have been taken up earlier, but it was necessary to await the result of the labours of the committee which was appointed to revise the syllabuses for Standards III—VI. This Committee has now finished its work and there need be no further delay.

Guru-training Schools.

Construction of new buildings.

107. Funds amounting to close on 6 lakhs of rupees were made available in the year under report for the necessary initial and recurring expenditure to improve the existing *guru*-training schools and to establish and maintain 96 new ones,—one additional school in each subdivision of the Presidency. It was anticipated that it would be possible to run up and complete the necessary buildings during the year. Owing to causes obvious enough to experience and which it is unnecessary to enter into, the anticipated expedition in construction was not by any means realized: the great majority of the buildings were incomplete at the end of the year; many were not even started; and the progress of the scheme depended on the re-allotment of the greater portion of the funds provided at the beginning of the year: although the facts have occurred outside the period reported on, it may be stated here that this re-allotment was not made. There is reason to hope, however, that a further allotment will be made during the current year, and that the inevitable loss which would arise from the indefinite suspension of construction of half completed buildings will be thus avoided.

Opening of new schools.

108. In the meantime the opening of the new schools has not been delayed. Orders had been passed that in the event of any building being unfinished by the 15th January 1908, arrangements should be made to start the school in a hired building. This was done wherever possible with the result that 93 new schools were in operation by the end of the financial year.

Quality of *gurus*, teachers, and work done.

109. There is a general consensus of opinion in the reports of the Inspectors who have dealt with the subject that the immediate standard of accomplishment in these schools is by no means high. A better class of *gurus* is called for, and a better class of teachers. With reference to the former it is reported by the Inspector of the Patna Division that the increase in the rate of stipends to *gurus* which was brought into effect from the beginning of the year has proved very attractive, and that there is now no difficulty in finding *gurus* ready to join the schools. While other reports are not equally assuring, it would appear that by the exercise of a little diligence and care it should now be possible for the Inspectors to secure for the training schools in their divisions a sufficient number of pupil-*gurus* who are fairly representative of their class. It will now behove the Inspectors to impress on the officers under them the necessity of keeping a look-out when on tour for suitable recruits for the training schools, so that when the term opens there may be

in each case a full tale of selected men. The improvement in the class of teachers is also most essential. The Magistrate of Nadia reports :—

"I was extremely disappointed with my visits to the *guru*-training schools. I examined some of the embryo *gurus*, and found them no better than the old *gurus* who had not been trained. I consider these *guru*-training schools mere waste of money unless the teachers of these schools are selected men."

The Head Pundits.

110. The improvement of the schools depends largely on the Head Pandits, and the quality of these men will improve with the reform of the training schools of which they are alumni and the improvement of their position by increase of pay and prospects. The first step to be taken is to remove the anomaly whereby they render unpensionable service.* The second is to include them in a graded service ; this may be rendered possible in the event of sanction being obtained to the proposal at present under consideration for the creation of a Vernacular Educational Service, which is included among the suggestions made by the conference for the improvement of secondary education.

Female Teachers.

General Remarks.

111. Reference is invited to paragraphs 363—374 of the Quinquennial Review of Education in Bengal, in which a full report is given of the situation as it was at the close of the quinquennium—31st March 1907. It cannot be said that any substantial advance was made in 1907-1908.

Miss Brock reports :

"It is an unfortunate fact that in reporting upon the question of the supply of teachers for Bengal one is still only dealing to all intents and purposes with one class—Christian teachers from Mission Training Schools."

And again:—

"It must be a matter for the keenest regret that the scheme of a Government Training College in Calcutta has not yet been carried out. At this point everything is ready to move forward, and the only want that prevents it is the absence of educated trained female teachers."

112. The proposals with regard to the establishment of residential colleges at Calcutta and Bankipore for the training of Hindu and Muhammadan teachers are summarized in paragraph 374 of the Quinquennial Review.

The proposed Training College at Calcutta.

113. The scheme for the starting of the Calcutta College has been unavoidably held back chiefly owing to the complication introduced by its proposed connexion with the Bethune Collegiate School, but steps are now being taken for the opening of a training class on a small scale pending sanction to the larger project. The postponement of the latter is not however an unmixed evil, as in a venture of this kind, it is better to feel one's way cautiously. Mrs. Mitter, who was sent to England for training, will be in charge of the institution for the present.

The Training College at Bankipore.

114. The Bankipore scheme was, however, recommended for sanction by the Government of India before the close of the year, and the sanction of the Secretary of State has since been communicated. The generosity of the Maharani of Bettiah has placed at the disposal of Government for the purposes of the Training College, until such time as the scheme has passed beyond the initial stage, the Bettiah house and compound at Bankipore, which will afford ample accommodation for the college, practising school, and teachers' and pupils' quarters. The necessary repairs have been carried out at Government expense. A practising school was opened during the year in anticipation of sanction to the general scheme, and progress may be expected in the coming cold weather with the arrival of a Lady Principal from England to take charge and make arrangements for the conduct of the institution. It may be anticipated that the principal difficulty that the colleges will have to overcome will be the securing of a sufficient number of suitable Hindu and Muhammadan women to join the classes. This question is dealt with in the Introductory Remarks to Chapter VIII in its relation to the education of Indian girls and women.

* This has since been done.

The Missionary Training Classes.

115. The missionary training classes have continued to do good work in the training of female teachers, and the number of teachers sent up for the Junior and Senior Certificate Examination shows a marked increase. Up to the present, however, no institution outside Calcutta has yet presented teachers for the Senior vernacular certificate. Miss Brock reports of the Calcutta classes:—

"I greatly regret that the Calcutta Training Classes will not amalgamate. Teachers in Calcutta are being trained at an enormous expense of time, energy, and money. * * * Many of the missions seem willing to try the experiment of amalgamation, but are handicapped by difficulties with home committees."

Desirability of amalgamation of Calcutta Training classes.

116. It is to be hoped that these difficulties will be overcome, and that the energy and resources of the various missions may combine for the establishment of a general Training College in Calcutta.

Government aid.

117. Government aid to the missionary training classes has hitherto been unsystematized and, it is reported, inadequate. The Inspectresses have accordingly been asked to report fully on these classes and to submit proposals for an effective system of aid. The excellent work which is done by the missions deserves every encouragement but amalgamation would undoubtedly lead to greater efficiency and economy.

CHAPTER VII.

PROFESSIONAL AND TECHNICAL EDUCATION.

Law.

Closing of B.L. classes in Government mufassal colleges.

118. Hitherto the Hooghly, Krishnagar, Ravenshaw, and Patna Government Colleges have been affiliated to the University in Law, and students have been prepared for the B. L. Examination at the Law classes attached to these colleges. The classes were established and have been conducted on the footing that they should pay their own way, no call being made upon Government for their support. The classes established on this system have continued an unsatisfactory course under the comparatively modest requirements of the old regulations. The introduction of the new University regulations, however, with regard to examinations in Law has forced the question of their reform or discontinuance. The demand which the new regulations make on all colleges seeking affiliation in Law, in view of the increase in the number of lecture courses, the higher standard of the new examination, and the insistence on the provision of Law Libraries for the use of the students, has rendered it no longer possible that the classes should be continued on a self-supporting basis. Consideration was accordingly given to the question whether they should be discontinued, or Government be moved to sanction a scheme for the extension and reform of the Law classes and the expenditure on initial and recurring charges necessary to put them in a position to meet the requirements of the Calcutta University. After full consideration and discussion with the Vice-Chancellor of the University, it was decided that all the classes should be abolished for the present. Orders were accordingly passed for the closing of the B. L. classes in the Government *mufassal* colleges after the Examination of 1908. Provision for the future is a matter which is receiving consideration in the year now current.

The B. L examination.

119. Thirty-nine students presented themselves from the Government Law classes for the B. L. Examination of 1908, and of this number 12, or about 31 *per cent.*, were successful.

Pleadership students.

120. Connected with the question of the abolition of the Law classes is that of the Pleadership Examination, as Pleadership students have heretofore been admitted to these classes to enable them to satisfy the condition imposed on them by the High Court, that they should attend a full course of Law lectures at a college affiliated in Law to the Calcutta University. No responsibility rests

on the Department with regard to this examination, and the High Court have been addressed in order that they may take what steps they may deem to meet the altered conditions.

Pleader's Survey Examination.

121. This examination must be passed by Pleaders who desire to qualify themselves for the execution of commissions under section 392 of the Civil Procedure Code. The unsatisfactory qualification of the candidates was commented on in the Quinquennial Report. Proposals for the training of these teachers in practical surveying and for the improvement of the conditions of the examination have been under consideration and will shortly be submitted for the approval of Government. Out of 46 candidates who presented themselves at the examination in February 1908, only 3 passed.

Medicine.

122. As no reference has yet been made to Government and no orders passed with regard to the exclusion from the Annual Report on Public Instruction of the figures relating to the Medical College, Calcutta, and the medical schools of the Province, these figures have, according to practice, been given in the statistics appended to this report.

Commerce.

The Government Commercial Classes, Calcutta.

123. In the beginning of the Session 1907-1908, 20 students were admitted to the second year and 45 to the first year of the day classes, as compared with 51 and 30 in 1906-1907. These numbers show a slight increase in the entries to the first year class, while the second year class roll showed a considerable decrease. In April 1907, 39 students proceeded to the Final Examination, of whom only 7 or 17·9 *per cent.* qualified. In April 1908 the number who sat the examination was 16, but of this number 8 or 50 *per cent.* passed. It would appear therefore that the reduction in the number of students in the second year class represents a partial elimination of undesirables, and this taken in conjunction with the increase in the rolls of the first year class is an augury not devoid of hope. **The day cl**

124. The classes labour still under the difficulties arising from public apathy, the supremacy of the University Examinations, and the superior attraction of Government service. The officer in charge reports that less than 20 *per cent.* of the students are the sons of business men, and that the students do not as a rule take to business after their course is over. This is sufficiently discouraging. The classes must, however, be regarded as still finding their way to recognition. They have still many obstacles to overcome, but there is hope for their development in the awakening commercial activity of the Province, and the demand which may arise for commercial clerks with both a wider and more special education. **Prospects.**

125. During the year under report the Commercial Examination and Advisory Board received control of the Final Examination of the C classes. This control will probably have to be resumed when the School Final Examination which is at present in contemplation has been inaugurated. The necessity for co-ordination of the school courses with the Commercial classes is not, however, being lost sight of. Meantime the Board has sent in proposals for the establishment of C classes in connexion with the existing institution, and these are at present being considered. **Preparatory instruction.**

126. To turn now to the Evening classes. They also appear to be recruiting a more purpose-like class of students. The entries for the special examinations in Banking and Currency, Book-keeping, Shorthand and "Modern English" decreased from 82 in April 1907 to 49 in April 1908; but despite the decrease in numbers, there was an increase in the number of passes, 31 certificates having to be issued to candidates in 1908 compared with 24 in 1907. In **The evening classes.**

addition a class was formed and a course of lectures given in Mercantile Law, and the four candidates who presented themselves for examination at the end of the year were all successful.

Proposals to encourage attendance.

127. The number of pupils in the classes is still disappointingly small, the heads of the leading firms in Calcutta doing little or nothing to encourage the younger members of their staffs to join the classes. The Bengal Chamber of Commerce has, however, opened a fund to provide prizes of Rs. 50 and Rs. 25 to be awarded on the results of the special examinations, and a proposal is at present under consideration for the creation of a number of small scholarships to enable students who have passed the Commercial Course Final Examination to continue their studies in the Evening classes.

Other Commercial Classes.

Closing of the Government class at Kurseong.

128. The Commercial class for Europeans and Eurasians which was opened at the Victoria Boys' School, Kurseong, in 1901 has been closed pending the receipt of the orders of the Government of India on the proposed re-organization of European schools. As has already been reported to Government, the failure of this venture has been in part due to the choice of a managing officer, who proved most inefficient and troublesome; but it is doubtful if even in capable hands the class would have proved a success, as there is apparently no demand for commercial instruction on the part of the European and Eurasian community.

Other classes.

129. Outside Calcutta there are no institutions under private management which provide commercial education. Of the Commercial schools in Calcutta two only furnished returns, viz. the K. B. Shorthand Institution and the Central Commercial School, with attendances of 65 and 22 pupils respectively. These schools are private and follow an independent course of instruction.

Proposed Commercial Scholarships tenable in England.

130. The Secretary of State for India has declined to sanction the scheme for sending scholars to England at the State expense for an advanced course of commercial education.

Preliminary Commercial Instruction in High Schools.

131. There is little or nothing to add to the report on the C classes contained in paragraphs 392 and 393 of the last Quinquennial Review. No improvement can be chronicled. The classes are labouring under the disadvantage of having to create or at any rate force the demand which they are intended to supply. Classes were continued during the year at the Hare, Hooghly, Uttarpara, Barasat, and Ranchi Schools. They dropped out at Patna. As in 1907, 11 candidates presented themselves from the Government schools for the C Final Examination. Of these 8 were successful. C classes were also held in the South Suburban School, Calcutta, and this school presented 3 candidates, of whom 1 passed. Instruction in Shorthand and Typewriting was given and largely taken advantage of in the Church Mission High School at Bhagalpur.

Art.

The Calcutta School of Art.

132. Mr. A. N. Tagore officiated as Principal throughout the year. The strength of the Institution was maintained.

133. Mr. E. B. Havell, the Principal, who was at home on sick leave, has been pronounced by the Medical Board unfit for further service in India. Proposals have been submitted for the appointment of his successor.

Agriculture.

134. Orders were passed by Government during this year for the closing of the Agricultural classes at Sibpur. No admissions were accordingly made at the reopening of the college in November 1907, and no students will be under training after the close of the current session in November 1908. The Department will then no longer concern itself with special or technical agricultural training, the full responsibility for this branch of education resting hereafter with the Department of Agriculture. **Closing of the Sibpur classes.**

135. Elementary instruction will, however, continue to be provided in schools and training schools; and, in a few high schools, more specialized instruction under the supervision of the Director of Agriculture. **Instruction in School, and training schools.**

Engineering and Surveying.

The Civil Engineering College, Sibpur.

136. On the 31st March 1908 there were 353 students of all classes on the rolls as compared with 366 at the end of the preceding year. The total expenditure was Rs. 2,61,038, and the cost to Provincial revenues Rs. 2,24,463. The corresponding figures for the previous year were Rs. 2,22,981 and Rs. 1,92,618. The results of the B. E. and F. E. Examinations continue to be satisfactory, the percentage of success in the former examination having been 57·9 and in the latter 44. No examination was held during the year in the Apprentice Department, as the period of the annual examination was changed from January to April, which falls outside the official year. **Comparative statistics.**

137. The opening of the new departments in the college and the extensions that have become necessary owing to the new University courses are reported to have emphasised the necessity of increased class accommodation at Sibpur. The Principal is also pressing for the provision of residential quarters for two Indian Professors and for the staff of Laboratory Demonstrators and assistants. No proposals have, however, been submitted for extension of buildings in view of the approval given by the Government of India to the scheme for removing the college to Ranchi. Mr. B. G. Gwyther, Assistant Engineer, Public Works Department, was, in the course of the year, specially deputed to assist Mr. Heaton in the preparation of plans for the various college buildings and residences, that the scheme might be put forward in detailed form. These plans have now been prepared and submitted for approval. **Removal to Ranchi.**

138. The unhealthy condition of Sibpur would seem from the figures provided not only to have suffered no mitigation during the year, but to have developed seriously for the worse. The total number of cases treated has increased from 3,582 in 1906-1907 to 4,546 in 1907-1908, the number of malarial cases having increased from 1,303 to 1,492, and of bowel complaints (dysentery, etc.) from 1,101 to 1,546. The majority of the latter cases are attributed to the infection of food articles by the flies which swarm like a plague from the municipal trenching ground. As the college is destined under any circumstances to remain in its present site for several years to come, practical measures for improving the health of the immates should not be deferred merely on account of the ultimate removal to Ranchi. **The sanitation of Sibpur.**

139. The first class of students to be prepared for the new Intermediate Examination in Engineering to take the place of the old First Examination in Engineering was enrolled in June 1907. These students are therefore the first batch to study along the lines of the courses which have been modified in terms of the new regulations of the Calcutta University. Revised rules for the Engineering Department have been submitted and are at present awaiting the sanction of Government. **New courses of study and revised rules.**

140. The work of the Physical Laboratory has been greatly increased by the introduction of the new University syllabus. Some relief was afforded in the middle of November by the creation of a new post of Lecturer Demonstrator. The Principal reports that the lack of residential quarters for the staff of Demonstrators and assistants in the college interferes **Increased work of Laboratory staff, and proposals for residential quarters.**

seriously with the work of the laboratories. Proposals have been submitted to provide family quarters for the staff and these are at present under consideration.

Increase of staff.

141. The staff was increased during the year by the appointment of an instructor in Surveying, an Assistant to the Professor of Mining, a Lecturer Demonstrator in the Physical and one in the Chemical Laboratory. The Principal is pressing for an Assistant to the Professor in charge of the Electrical Department and for an increase in office staff.

The proposed Bureau of Scientific Testing.

142. The Principal reports his great disappointment at the determination of the Secretary of State not to consider the approved proposals to establish a Bureau of Scientific Testing at the college pending the consideration of the establishment of a special Government inspecting staff for State Railways. He writes:—

"The need of such a Testing Bureau has been established beyond a question of doubt, and were it tentatively and temporarily opened at the college, it could do no manner of harm, but would supply a long-felt want until such time as other arrangements might be made, when, if thought advisable, such temporary testing staff as had been engaged and trained at the college could be transferred to the new establishment."

It is doubtful, however, whether with the additional work which has been thrown on the teaching staff of the college by the new regulations, they would be able to exercise the necessary supervision over the testing work; and, as without such supervision the tests would be of little value, it is probably as well that the already too diversified activities of the college have not been added to as proposed.

Reconstitution of the Board of Visitors.

143. Proposals have been under consideration for the reorganization of the Board of Visitors. These have been submitted to Government, and orders have been passed for the reconstitution of the Board as an Advisory Board on a more widely representative basis.

The Bihar School of Engineering.

Numbers.

144. The number of students on the rolls at the beginning of the school session in July 1907 was 192 as compared with 198 on 1906 and 171 in 1905. Of this number 79 were Beharis and 89 Bengalis. There were 23 Muhammadans on the rolls. These figures show a decrease on last year's figures in the number of Beharis and Muhammadans. It is satisfactory to note that no student failed to make the 75 *per cent.* attendance necessary under the school rules to qualify for appearance at the annual examinations.

Guaranteed post in Public Works Department.

145. The guaranteed post of Sub-Overseer in the Public Works Department originally offered as a prize to the Behari student who passed highest in the final examination has for the third year in succession been refused by the Overseer classes of the school. The better Sub-Overseer students are also unwilling to accept it, and in the year under report it travelled down the list until it was accepted by a Behari student who stood 17th on the pass list of the Sub-Overseer examination. The Principal has included in a special report representations urging the reservation of a higher guaranteed post for a student of the Overseer classes in the Bihar School.

Corporate life.

146. A healthy social tone continues to pervade the school. The interest in athletics and in the students' club was satisfactorily maintained.

Expenditure.

147. The total expenditure on the school was Rs. 43,183 as compared with Rs. 46,132 in the preceding year. This is largely accounted for by a saving of over Rs. 1,700 on the cost of establishment. Provincial revenues contributed Rs. 32,396 as compared with Rs. 35,308* in 1906-1907.

The Cuttack Survey School.

Numbers.

148. This school continued to work on the old lines. Forty students appeared at the last Final Survey Examination, and of these 34 were successful.

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*The amount was stated in paragraph 439 of the Quinquennial Review as ... Rs. 31,518
This sum was however arrived at without taking into account Government expenditure on scholarships ... ... „ 3,790

As above 35,308

149. The Principal reports that all the passed candidates have been provided with appointments. The number of Uriya students admitted to these classes has risen from 17 in 1903-1904 to 31 in the year now reported on.

150. The development of this institution into an Engineering School for Orissa corresponding to the Bankipore School for Bihar is meantime delayed. **Extension scheme.**

151. It may be mentioned here that proposals are at present under consideration for the re-organization of the Survey courses both at Bankipore and at Cuttack. **Re-organization of Survey classes.**

Sub-Overseer Classes at other Schools.

152. The Sub-Overseer classes at Burdwan and Midnapore and the Victoria School, Kurseong, have continued the preparation of candidates for the Sub-Overseer examination. A class has also been started at the Ranchi Industrial School which had 13 pupils on its roll. There appears to be a prospect of effect being given soon to the proposal for the construction of new buildings for the school. The old buildings are exceedingly dilapidated and the need for more adequate accommodation is urgent.

153. Sub-Overseer classes have also been started in the St. Andrew's Colonial Homes, Kalimpong.

Technical Education in Schools for General Instruction.

154. There is little or nothing to be said with regard to the B classes which still exist under the shadow cast by the Entrance Examination of the Calcutta University. The classes are still labouring their way to recognition, which can only come with the realization that an industrial career offers a satisfactory alternative to service under Government. Meantime there appears to be a tendency to divert the course of unsuccessful scholars into the B classes without any intention of specialization, but simply in the hope that they may so more easily obtain a qualification which will act as a passport to public employment.

155. At the examination held in March 1908 out of a total of 77 entrants 43 or about 56 *per cent.* were successful.

The Overseer and Sub-Overseer Examinations.

156. Towards the close of the year the establishment was sanctioned of a Joint Technical Examination Board whose function it will be to control the Overseer and Sub Overseer and the B Classes Final Examinations, and to advise the Governments of Bengal and Eastern Bengal and Assam with reference to the syllabus of studies to be followed in the Overseer and Sub-Overseer and B Classes.

Mining.

The Mining Class at the Sibpur College.

157. This class has worked successfully during the year. Mr. Heaton reports:—

"The number of students taking the mining course at Sibpur College during the session 1907-1908 was 13, of whom 6 were first year, 4 second year, 3 combined course students. These students all attended the camp of mine surveying and practical mining, which was pitched at Gaurangdi during November and December 1907. Five students were successful in passing the Diploma Examination,—3 Europeans and 2 Indians. These have all obtained positions with good prospects. Two European students who did not succeed in obtaining their diplomas are also well placed and have good prospects before them. The demand in the coal fields for passed students is good, and is considerably in excess of the present supply."

The class has more than justified its institution. During the year under report two scholarships of Rs. 12 a month and three of Rs. 6 tenable for two years were sanctioned by Government for award annually to students of the mining branch of the Apprentice Department of the Sibpur College. Sanction has also been given to a scheme for the admission to the mining class of assistants and officers who have completed at least two years employment on a mine. This proposal had the hearty support of the Indian Mining

Association, who have contributed a sum of Rs. 200 monthly towards the cost of the scholarships necessary to enable these special students to leave their employment and take advantage of the instruction offered. The value of the scholarships had to be fixed in consideration of the fact that the students would have to make arrangements for board and lodging outside as no further residential accommodation was available in the college, and would probably, on account of the scarcity of suitable houses in Sibpur and Howrah, have to accommodate themselves on the other side of the river. Four scholarships have been created for these special students, two of Rs. 150 a month for European candidates and two of Rs. 50 a month for Indian candidates.

Mining Instruction in the Mining Districts.

Success of the scheme affected by cholera outbreak.

158. The report of Mr. Griffith, Mining Instructor, Bengal, is dated 16th May 1908. The work of the session, which commenced on 11th November, was interfered with by an outbreak of cholera in the coal fields in the month of April of so serious a nature that the session had to be brought to a close. This was done in the beginning of May under the orders of Government, the attendance at lectures having at that time dropped to below 40 *per cent.* of the normal. The scheme has otherwise been successful. The local commitees which were formed at Sijua, Jherria, Charanpur and Deshargarh have co-operated with the Instructor to make the scheme a success. The building of the lecture room at Deshargarh has been completed; at Charanpur and at Jherria buildings are well advanced; at Sijua, however, the work has been retarded partly owing to a shortage of material and partly to the cholera outbreak.

Diminution in number of students from other causes.

159. Apart altogether from the cholera outbreak, there has been a diminution in the number of students on the register due to the fact that, as a large number of the students at the fixed centres have now obtained certificates of competency under the Indian Mines Act and have ceased attending, there is not the same supply to draw from. During the current session 91 lectures were delivered to 358 students, who made 1,942 attendances. The figures for last year were 107 lectures, 451 students, and 3,466 attendances.

Improvement scheme.

160. The Mining Instructor has at present under consideration the question of an improved scheme of instruction to take the place of the existing one on the expiry of the present experimental period of five years. His proposals include the establishment of lecture centres at places convenient to the railway, and of evening continuation classes at the present and at other centres to provide such instruction in elementary science and other subjects as is a necessary preliminary to successful instruction in the principles of Mining. Before, however, these proposals can be considered a very clear case will have to be made out for the necessity even of the continuance of the present classes, which were admittedly instituted as an experiment pending the development of the Mining courses at Sibpur. It is moreover a question for consideration whether if such classes are instituted, the mining industry, for whose benefit they are proposed, should not itself bear the whole or the greater part of the burden of the expense which will be involved.

Industry.

161. The subject of Industrial Education has been fully gone into during the year by Mr. J. G. Cumming, I.C.S., and future policy will probably be based on his recommendations and on the experience gained from the working of the experimental scheme for the establishment of a weaving school at Serampore. The operation of this scheme still awaits the arrival of the officers to take charge of the work whose appointment has been sanctioned by the Secretary of State. The position with regard to Industrial schools and classes has changed but little since Mr. Hornell reported on it in the Quinquennial Review. The then existing schools have continued, and a few additional schools have sent in returns.

Technological Classes at the Civil Engineering College, Sibpur.

162. The scheme for the establishment of classes for imparting instruction in Industrial Chemistry at Sibpur has not yet been sanctioned by the Secretary of State. Meantime the Principal has been hard at work adapting and equipping the special laboratory so that when orders arrive there will be no undue delay in starting work. The Principal reports that even if the opening of the classes be not sanctioned, the money spent will not have been wasted as the rooms and equipment can be most serviceably utilized for the ordinary work of the chemical laboratory.

General Remarks.

163. While Technical and Industrial Instruction in Bengal has not been without stimulus and advance in the year under report, its progress awaits the control and impulsion which it is anticipated will be secured by the appointment of an expert to take charge of this branch of instruction. A proposal has been made to Government during the year for the appointment of such an officer to work in the meantime under the Education Department with the title of "Superintendent of Industries and Inspector of Technical and Industrial Education." No orders have yet been received, but pending settlement, Mr. J. G. Cumming, I.C.S., was placed on special duty for a period of six months in connexion with an enquiry as to Industrial questions in the Province. Mr. Cumming's report, which is in two parts, the first dealing with Technical and Industrial Education in Bengal, the second with the Industrial position and prospects in Bengal in 1908, has since the close of the year been submitted to Government. It lays the ground for progress.

CHAPTER VIII.

THE EDUCATION OF INDIAN GIRLS AND WOMEN.

Introductory Remarks.

164. A better understanding of the considerations which have hitherto presented themselves to the conservatism of the orthodox Hindu and Muhammadan communities as obstacles to the education of their girls co-operates with the spirit of the times to smooth the way for further progress—progress which must, however, be seriously retarded until, as Mr. Earle pointed out in his report for 1905-06, the problem is solved of supplying the present want of Hindu and Muhammadan female teachers. The demand for instruction has come into existence, and the conditions in India are at present such that it may at any moment make a strong advance. It remains to provide teachers who will be able to satisfy the demand, and whose control of their wives' and daughters' education will be acceptable to the communities they are appointed to serve. Herein rests the immediate difficulty of the situation—the most serious difficulty that remains to be overcome before assurance can be possible that any celerity of advance is in prospect. Training Schools for these teachers have to be provided. They are on the way. Their complete equipment is merely a matter of funds and a little time. But the filling of the classes presents a more serious problem. Miss Brock however reports:—

"From my four years' experience I am quite convinced that the time has come for the training of Hindu female teachers, and that it is a work which will receive a certain amount of support from educated opinion in Bengal, provided that it is undertaken in a way that is as far as possible agreeable to Indian opinion and customs."

The Hindu teachers must of course be married women or widows. It is not to be believed that those whose husbands are in life will ordinarily permit of their devoting themselves to this extradomiciliary work. The conclusion is that it is from Hindu widows that the necessary recruits are to be expected, and Miss Brock reports that she could most certainly get a number of respectable Hindu widows with whom to begin the work. The easiest outlook is the optimistic one; but there is yet no assurance of the continuity of this supply, and considerations obtrude of its inadequacy in any case to the work in hand. On the most favourable supposition the work must needs be slow. The

output of Hindu women trained for teaching can be but small for many years to come; and while some help may be looked for from the Brahmo community, whose teaching would probably be acceptable, the community is a small one, and the numbers of teachers whom it can provide to aid in the work cannot be such as to give any swift impulsion to the movement. So much for Hindu teachers. The point requires no labouring that the difficulties in the way of ensuring a supply of Muhammadan female teachers are at least equally serious.

165. While the difficulties in the way are thus insisted on, it would be easy to discount too greatly the hopes of advance. As has been indicated, the situation is more hopeful now than it has been in the past, and no effort should be spared to develop the training colleges and to offer every encouragement to suitable Hindu and Muhammadan women to join the classes.

166. Meantime, although the final solution of the problem of female education appears to depend on the supply of an adequate number of trained Hindu and Muhammadan female teachers, it would be folly to neglect to improve the advance which is being made under the present systems. The statistics which follow show a remarkable increase during the year in the number of girls in every stage of instruction. Immediate improvement would be secured by the increase of the present staffs of Primary and Middle schools; for it is to the numerical inadequacy of the staffs of these schools that the responsibility must in great measure be ascribed of the practical arrest of the education of Hindu and Muhammadan girls at the lower primary stage of instruction. Progress may also be secured by a further increase of the number of female supervising or inspecting officers to educate the movement and nurse it into strength. In this, as in every other branch of education, the forward movement calls for subsidy; and progress must depend upon the increase of contributions from the public funds.

General Statistics.

Pupils.

167. On the 31st March 1908 there were 1,38,279 girls and women in all classes of public institutions for Indians. This shows an increase of 17,084 since the close of the preceding year. It is made up of an increase of 6,198 or 472 *per cent.* in the numbers of pupils in special schools and colleges, and 10,886 or 9 *per cent.* in the numbers in secondary and primary schools. The former figure cannot be taken as a measure of progress, as the great bulk of the increase *viz.* 5,329, is in the number of Muhammadan female pupils in miscellaneous schools, and is to be accounted for—in large measure at any rate—by the emergence of a number of unaided and unreturning *maktabs* into the aided list and the consequent inclusion of their returns in the statistics. The balance however is sufficiently indicative of advance, and the 9 *per cent.* increase in the numbers returned as studying in primary and secondary schools is remarkable and satisfactory. The number of girls in the high stage of instruction was 150, an increase of 7 or roughly 5 *per cent.*; in the middle stage 424, an increase of 52 or roughly 14 *per cent.*; and in the primary stage 1,30,194, an increase of 10,827 or roughly 9 *per cent.*

Expenditure.

168. The total of the direct expenditure on schools and colleges for Indian girls during 1907-1908 was Rs. 5,67,392, an increase in expenditure of 8·1 *per cent.* Towards this amount public funds contributed Rs. 2,94,189. The proportion of the cost borne by private funds increased for the year under report.

Collegiate Education.

The Bethune College, Calcutta.

General.

169. On 31st March 1908 there were 35 girls on the college rolls, a number larger than in any previous year. This number included 24 Brahmos, 10 Christians, and 1 Jew. The fee receipts of the college rose by almost 50 *per cent.*, and the direct expenditure increased from Rs. 18,254 to Rs. 23,853. This increase appears however to represent little more than an eccentricity in the basis of allocation of the total expenditure of the institutions between College and Collegiate School. There is a corresponding decrease in the expenditure returned for the Collegiate School, which has sunk from Rs. 21,670

to Rs. 16,583. The inadequacy of the present buildings was reported on in the Quinquennial Review. No change has since taken place, the question of improvement having been unfortunately complicated by being mixed up with the scheme for training female teachers, which is at present being started on separate lines. The improvement of the Bethune College buildings is however an urgent matter which should be taken up independently, and an endeavour will be made to formulate proposals which, though not precluding the ultimate amalgamation of the training college with the Bethune College, will address themselves in the first place to the extension of the school and college buildings and the provision of adequate hostel accommodation. It is reported that, in spite of the fact that the hostel was seriously overcrowded, more than 40 applications had to be refused.

170. The results of the College and Collegiate School in the University examinations of 1908 are most satisfactory, and show in each case an improvement on the satisfactory results of the previous year. Eight students out of 8 passed the Matriculation examination, 8 out of 10 passed the F.A., and 4 out of 8 passed the B. A. No other institution sent up female candidates for the F.A. and B.A. examinations. **Examination results.**

Secondary Education.

High Schools.

171. Returns have been received from eight High schools educating 809 pupils, of whom 199 were studying in the Bethune Collegiate School, 557 in aided, and 53 in unaided schools. This total includes 42 boys who were studying in High Schools for girls, in the primary and middle stages of instruction. It is reported that the Mission High schools continue to do excellent work, and that they all contain as many girls as they can accommodate. The attempt, referred to in paragraph 516 of the Quinquennial Review, which has been made to reorganize the Calcutta Brahmo Girls' School has apparently justified the aid which was granted by the Department. The Inspectress reports that the English teaching has decidedly improved and that the numbers continue steadily to increase. **General.**

172. Twenty-four girls entered for the Entrance examination of the Calcutta University, and of this number 20 were successful. **Examination results.**

Middle Schools.

173. The returns for 1907-1908 show 18 Middle English and 17 Middle Vernacular schools for girls with 1,452 and 1,424 pupils respectively. **Numbers of schools and pupils.**

174. The situation this year is but little changed. The Inspectresses report that the majority of these institutions except those which are conducted by the missions, are little more than Primary schools with a few advanced pupils. In Miss Brock's opinion the defect of pupils in the upper classes is not to be primarily ascribed to the early age of marriage which withdraws girls so soon behind the *purda*, but to the entirely inadequate way in which the schools are staffed, one or at most two Pandits being supposed to teach three divisions of infant classes and six standards. At the same time it is difficult to see how the upper classes of a middle vernacular school can flourish when girls are withdrawn at the age of 11 or 12. This is an age at which girls would ordinarily be entering these classes and no strengthening of the staff can possibly overcome the formidable difficulty presented by their premature withdrawal from school. The number of girls who passed the Primary examination was 108, an increase of 15, or 16, *per cent.* over the number of the previous year. **Deficiency of pupils in the upper classes.**

Primary Education.

Primary Schools.

175. The returns for 1907-1908 show 3,367 Primary schools for girls with 74,901 girls: 52,054 girls also were reading in Primary schools for boys. **Number of schools and pupils.**

176. Similar reports are received from both Inspectresses with regard to the present inefficiency of female education in Primary schools other than the mission schools. Miss Brock reports— **General inefficiency and deficiency of pupils in upper classes.**

"Were there more money available and were schools in consequence better staffed, we should not see the almost invariable spectacle of infant classes crowded with children, and a dozen others making up Standards I to IV. The majority of girls would, I believe, if time were not wasted, be able to pass through Standard IV before the age of marriage."

Model Primary girls' schools.

177. Proposals for the improvement of the model Primary girls' schools and their recognition as Government institutions were under consideration during the year and are at present awaiting the orders of Government.* This is reported by Miss Brock to be one of the most badly needed reforms connected with female education.

Scholarships.

178. The result of the present system by which girls (outside Calcutta) compete with boys in the scholarship examinations is said to have a very disheartening effect, and it is suggested that a number of scholarships offered in each district for girls' schools alone would do much to fill the schools. According to the latest scholarship list, out of a total of 1,316 primary and middle scholarships only 16 were specially reserved for females. The present powers of reservation in this respect are ruled by the terms of the general powers of reservation placed in the hands of the District Boards and District Officers, which will be found set forth in the rules and orders of the Department. Briefly they provide, with regard to Lower Primary Scholarships, that it shall be competent to the District Board and the District Officers in their discretion to reserve some scholarships for particular tracts or classes of schools, and, with regard to the Upper Primary and Middle Scholarships, to make representations to the Inspector for a similar reservation. These powers have hitherto been little exercised in favour of girls' schools, and a more extensive reservation is called for.

179. Considering how far female lags behind male education in India, and how much fostering care it still requires, the necessity of the reform here indicated would seem obvious. The question deserves full and early consideration, and will be taken up before the end of the present year if possible.

Technical and Industrial Training.

Number under instruction.

180. The number of girls and women returned as undergoing technical or industrial instruction increased from 118 at the close of 1906-1907 to 809 at the close of the year under report.

The Church of Scotland Mission Lace School scheme.

181. The most important scheme in connexion with this branch which was developed during the year was that of making the Church of Scotland Mission Lace School a Central School for Bengal. The proposals are adumbrated in paragraphs 563—566 of the Quinquennial Review. The scheme, which possesses some hopeful features, is still in an experimental stage, and Government was asked in December 1907 to give a recurring grant of Rs. 450 a month for a period of five years, to provide a sum of Rs. 10,000 out of Rs. 16,745 required to construct a hostel for the students under training, and to provide a number of Rs 10 scholarships for, and pay the travelling expenses of, 12 students sent by Missions and by District Boards for instruction at the school. It is doubtful, however, whether the products of an indigenous lace industry are likely to find a large market in India, and, unless there is a reasonable hope of ultimate commercial success, Government would hardly be justified in spending large sums on its development. Meantime Government has sanctioned the payment of scholarships and travelling expenses to those students who have already joined the school.

Institutions.

182. The bulk of the good work under the present head is done by missions. The Roman Catholic Missions at Ranchi and Chaibassa have started lace-making schools; that at Ranchi is in a very flourishing condition; and a class for instruction in weaving has been started in connexion with St. Xavier's Mission, Chaibassa. Mention must not be omitted, however, of the Shilpa Asram, which with Government assistance has extended its scope and gives promise of good results. The latter institution, being purely indigenous in its character, is especially deserving of support.

Zanana Education.

183. This education is given by means of two different methods—(1) central gathering; (2) house to house visitation. The former method in its present working offers little hope, on account of the strictness of *parda* regulations in Bengal. The latter method has in it the seeds of promise. The chief

*Note.—These proposals have recently been sanctioned and will be carried into effect in the year 1909-10.

defect is the lack of educated and trustworthy teachers to do the work and the inadequacy of the present staff to supervise it. A request comes from both Inspectresses for a special Assistant Inspectress for the work. Miss Brock suggests that such an officer may be appointed for *zanana* and Muhammadan education. This is a suggestion which deserves to be considered.

The Education of Muhammadan Girls and Women.

184. Government sanction has been received during the year to a measure which will do much to overcome the existing opposition to female education in the Muhammadan community. As the outcome of a conference of leading Muhammadans, a special syllabus of instruction has been prescribed. Urdu readers in accordance with the syllabus are in preparation at Government expense. A list of books agreeable to the community has been approved from which text-books may be selected until such time as the new text-books are ready; and it is contemplated to submit proposals for a few scholarships which shall be open only to the pupils reading on this system. The Inspectresses have been asked to submit proposals for opening special schools with the syllabus, and to introduce it in the meantime wherever Muhammadan *zanana* education is being carried on. Meantime, as in every other branch of female education, the cry is for trained teachers, for want of whom the whole course of female education is being kept back. **Prescription of Special Syllabus.**

185. The experimental scheme of subsidizing the *A'tus* of Bihar made an experimental start in the City of Patna in August 1907, where six *A'tus* were at the close of the year working with Government aid under a lady superintendent appointed by Government. The experiment, which appears to be working well and to be capable of extension, is meantime confined to the City of Patna. Its extension will depend on the report which is received after it has had a fair trial on its present experimental lines. **Experiment of subsidizing *A'tus* in Patna.**

CHAPTER IX.

THE EDUCATION OF EUROPEANS.

Collegiate Education.

186. While certain of the higher grade European institutions notably the Doveton College and La Martiniére College, Calcutta, and St. Paul's School and St. Joseph's College, Darjeeling, used to prepare students for the University Examinations, this is no longer so. Collegiate education for Europeans has for some years been practically non-existent. The Collegiate Department of the Doveton College has been closed since 1906, and in the year under review the University Inspectors recommended withdrawal of the affiliation of the other institutions mentioned on the ground that they made no provision at all for the teaching of the University courses. These European students (and by European is meant both European and Eurasian) who desire to enter for the Calcutta University Examinations will, in ordinary course, have to take advantage of the facilities offered by the general Arts Colleges of the Province. In view of the proposal at present before Government to make the Cambridge University Senior School Certificate Examination the final examination of European secondary schools, the Syndicate has been asked to recognize this examination, for the purposes of admission to the University courses, as equivalent to the Matriculation or Entrance Examination. **Disaffiliation of European institutions.**

187. A serious decline was reported at the end of the quinquennium dealt with in Mr. Hornell's report in the number of male European students studying in Arts Colleges. No change took place during the year in the influences ruling the situation, and the figures, although they show a decrease of one only, continue the decline. Twenty-five male European students were returned as studying in Arts Colleges at the close of the year. **Number of male students.**

188. The female portion of the community was not, like last year, unrepresented; two female European students were returned as studying collegiate courses at Loreto House. One Jewess was studying in the Bethune College. **Number of female students.**

Statistics for European Schools.

Defects in returns.

189. It is in many cases impossible from the returns which are submitted for European schools to draw exact conclusions as to the increase or decrease in the number of pupils and institutions, and the increase or decrease of expenditure.

Incompleteness.

190. The difficulty in the case of pupils and institutions is caused by delay or neglect on the part of school managers in submitting returns. This year for instance the Inspector reports that four unaided institutions,—the Doveton College, the Chandernagore Convent School, the Rockingham Girls' School and the Armenian College,—and one aided school,—the East Indian Railway School at Asansol—in spite of repeated and urgent reminders either failed to submit any returns at all, or to submit them within 10 weeks of the due date. This however is a difficulty which the Department can easily control by stoppage of grant-in-aid or withdrawal of recognition, and action will be taken next year for the submission of complete and punctual returns.

Incorrectness.

191. The other difficulty is a more serious one. The worthlessness of the figures as to private expenditure has been subject of remark for several years. In the report for 1904-1905, although the returns had been carefully supervised and showed a decline of over a lakh and a half in the total expenditure for the year, the suspicion was recorded that the expenditure, especially from subscriptions, was still considerably overstated. In his report for 1905-1906 Mr. Earle also drew attention to the uncertainty and vagaries of the returns, and again in the Quinquennial Review the authenticity of the figures for the closing year of the quinquennium was discredited. It was therefore found necessary in the year under review to apply to Government for expert assistance in order that the accounts of European schools might be regularized.

Appointment of auditor.

The proposals submitted have had outcome since the close of the year in the deputation of Mr. Bryning, Chief Superintendent of the Office of the Accountant-General, Bengal, for a period of one year, to audit the accounts of European schools and devise a system of accounts generally suitable for future use.

192. Authentic and complete returns may therefore be expected for the year now current. Meantime, however, account must be taken of the preceding remarks in any consideration which may be given to the statistics now submitted in the tables annexed to the report.

The Revised Code.

Redraft of the revised Code.

193. The revised Code of Regulations for European Schools has now been redrafted in view of the reservations made by the Government of India with regard to curriculum and fees when they communicated their general sanction to the Code in August 1905.

194. Reference is made in the Quinquennial Review to the proposals submitted to Government by the late Director prior to the actual revision of the Code, particularly to those in respect of the classification of schools, the courses of study, and the scholarship and examinational system. The proposals for revision were ultimately approved by the Government of India towards the close of the year under report: a redraft of the Code in terms thereof was taken in hand by Mr. Hornell and Mr. Earle when they were on special duty in the beginning of the current year, and has now been submitted to Government for approval. It may be hoped that the Revised Code will be published before the close of the year. On that assumption it has been proposed—

Relative proposals.

(1) That the High School and Scholarship Examination, the Middle School and Scholarship Examination, and the Primary Scholarship Examination will be held for the last time at the beginning of 1909;

(2) That the first list of recognized secondary and elementary schools—according to the new classification—will be published at the beginning of 1910;

(3) That as soon as possible after the issue of the Government Resolution and the Revised Code, each school should address the Inspector of European Schools stating the grade—elementary or secondary—to which it desires to belong, and showing the currriculum which it proposes to teach and the arrangements which it proposes to make for teaching it; and

(4) That, on receipt of the Inspector's report, the Director of Public Instruction will decide to which grade each school will belong.

195. It is important to note the decision of the Government of India that the recognition of schools is to be determined by the ordinary machinery of the Education Department and not by a Board of three persons as recommended by the conference which met in Calcutta in the beginning of 1906. The recognition of schools.

Secondary and Primary Schools.

196. The returns for 1907-1908 show 67 primary and secondary schools for Europeans. If the number of the schools which omitted to submit returns be included the total comes up to 72, the same number as was recorded in the previous year after a similar inclusion of the schools which were known to be in existence but which had not submitted returns. Number of schools.

197. On the 31st March 1908 there were 7,879 pupils on the rolls of the 67 schools which submitted timely returns. Of these 7,407 were Europeans and Eurasians—an increase, despite a reduction of 2 in the number of schools which submitted returns, of 219 in the year under report. Number of pupils.

198. This increase, taken in conjunction with the fact that the numbers for last year also showed a substantial increase on those of the year before, appears to bear witness to an awakening interest in education on the part of the community. It is also satisfactory to note that the increase has not been confined to Primary schools, but that the number of pupils in the secondary stage of education (2,127) shows a considerable advance (108) during the year. This advance is particularly marked in the number of pupils who have waited on to complete the full school course. Three hundred and fifty-nine pupils were returned as being in the high stage of instruction; the number of boys (249) and the number of girls (110), showing an increase of 46 and 53 respectively over the figures of the previous year. This increase is accompanied by an increase (from 15 to 40) in the number of European pupils returned as being on the rolls of secondary and primary schools for Indians at the close of the year. General Advance.

Expenditure on Secondary and Primary Schools.

199. The total expenditure incurred during 1907-1908 on the education of Europeans and Eurasians is returned as Rs. 16,68,539, a decrease of over a lakh in the expenditure for the year. Examination of the tables will show that a recorded increase in the total expenditure from every other source is overwhelmed by a decrease of Rs. 1, 73, 552 in the sums returned under the head of private sources. The Inspector suggests that, if the figures are to be trusted, the decrease may be set down as partially due "to the substitution of Government aid for private effort with regard to the item of Rs. 81,020 contributed by Government on account of free boarders' grant." It does not appear necessary, however, to accept this depressing explanation, as the sums returned for expenditure on boarding charges from fees and private sources show an increase of over Rs. 8,000. Attention may be directed in this connexion to the expenditure from private sources on buildings, which, according to the returns, declined from Rs. 1,90,204 in 1906-1907 to Rs. 16,255 in the year under report, a difference of Rs. 1,73,949, which more than accounts for the whole decrease. Decrease of total expenditure.

200. Of the total expenditure, Rs. 4,79,180 was contributed from Provincial revenues and Rs. 2,271 from Municipal funds. These figures show an increase of Rs. 35,611 and Rs. 306 during the year. The increased expenditure from Provincial revenues is not, however, so great as it appears to be from the tables, as the total expenditure shown in the returns for 1906-1907 was made up without inclusion of the figures for the money spent on the buildings of Government institutions. If we deduct the sums paid on this account from the returns for the year under report, the total Government expenditure comes out at Rs. 4,50,541, the increase of Rs.6,972 for the year being more than accounted for by the appointment of a senior officer as Inspector of European Schools and the consequent increased expenditure under the head of Inspection. The contributions from provincial revenues will thus appear to have remained almost constant. Distribution of expenditure.

The two Government Schools.

The Victoria School.

201. The total expenditure on the Victoria School, Kurseong, amounted to Rs. 78,295: the cost to Government was Rs. 46,997, and the average roll number rose from 175 to 186.

The Dow Hill School.

202. The total expenditure on the Dow Hill School, Kurseong, was Rs. 45,976; the cost to Government Rs. 23,585, and the average roll number rose from 97 to 114. This shows a very considerable decrease in expenditure for the year under report. It is, however, reported to be due to the fact that last year's figures included by mistake a large sum on account of boarding allowances for the students and staff of the training class.

Grants-in-aid.

Decrease.

203. A slight decrease (Rs. 7,667) during the year is recorded in the grants in aid of direct expenditure, which amounted to Rs. 2,13,213.

Boarding-grants.

204. The introduction of the special grants for orphans and destitute children cost Government a sum of Rs. 81,020, under the head of Boarding Charges.

Shrinkage in unaided list.

205. The Inspector writes—

"The tendency to shrinkage in the unaided list, on which I commented last year, still continues, and it seems not improbable that in a few years time there will only be two classes of European schools—Government and aided."

This tendency must be confirmed by the more exacting requirements of the Revised Code when it is introduced. The increased efficiency which is contemplated cannot well be secured without greatly increased expenditure, and Government will in all probability be called on to bear a large share of the increase. The Code makes provision for giving Supplementary Grants and Fixed Grants to schools for the efficient maintenance of which the ordinary grants are insufficient.

Examinations.

The Departmental and the Cambridge Senior Local examinations.

206. The examination results are remarkable for the decrease in the number of candidates sent up for the Departmental High School Examination and the increase in the number of those sent in for the Cambridge Senior Local Examination. For the former examination only 29 candidates appeared, as opposed to 92 in the preceding year. The decrease in number was attended by a remarkable increase in the percentage of success, which rose from 38 to 62. The popularity of the Cambridge Examination is evidenced by the fact that more than four times as many candidates were sent up in 1907 as had appeared in 1906. The results were satisfactory, 22 candidates passing out of a total of 42, and two certificates in Honours being obtained.

207. The figures above recorded appear, as far as the figures for a single year can do so, to confirm the wisdom of the proposed substitution, under the Revised Code, of the Cambridge University, instead of the Departmental, Examination as the final test at the end of the European school course.

The Calcutta University Entrance Examination.

208. European schools also sent in candidates for the Entrance Examination of the Calcutta University and obtained a total of 29 passes—9 in excess of the previous year.

Number of pupils passing one of these school final examinations.

209. The net result, looking on each of these examinations as a school final test, is that the number of European and Eurasian pupils passing out from school with a certificate testifying to the successful completion of their school course was 69 as compared with 64 in the preceding year.

The Middle School Examination.

210. At the Middle School Examination 125 candidates appeared, of whom only 37 were successful. This is an extremely unsatisfactory result.

Scholarships.

211. The proposals which were submitted to Government with regard to scholarships during the year under report are summarized in paragraphs 642 and 644 of the Quinquennial Review. Sanction has recently been

conveyed to the schemes proposed for the award of collegiate and final scholarships. The proposals for the award of elementary and secondary scholarships are incorporated in the Revised Code of Regulations.

Professional and Technical Training.

The Training of Teachers.

212. In the classes and institutions for the study of Law, Medicine, Art, Commerce, and Engineering the Eurasian and domiciled European community has its representatives; but there is not a single European or Eurasian male student in the Province undergoing training as a teacher. The vexed question of the training of teachers for European schools is as far from solution as ever. No definite report has been received from the Inspector of European Schools with regard to the recruitment of European male teachers in this Province for the training class in connexion with the Lawrence Military Asylum, Sanawar. It is understood, however, that the quest for teachers willing to undergo training has up to date proved entirely unsuccessful. The proposals for the establishment of a training college for female students at Kurseong still await the orders of Government. **Male Teachers.**

213. With regard to the present training class at Kurseong, the Inspector reports that the work was seriously handicapped during the year by the necessity of appointing Miss Davies, in addition to her duties in connexion with the training class, to officiate as Head Mistress of the Dow Hill School for the greater part of the year. There was a decline in the number of certificates issued at the end of the course. After commenting on the difficulties under which the work of the training classes had to be carried on, the examiners remark:— **Female Teachers.**

"Bearing these facts in mind, we may regard the results of this year's examination as not unsatisfactory. It is impossible that results can ever be thoroughly satisfactory until the previous education of the students has become less unsound than it has been in past years and still continues to be. When European education in Bengal has obtained an adequate curriculum for secondary schools and at least a few schools properly equipped and staffed for teaching such a course, it may reasonably be hoped that a class of students will enter the Training College of a very different intellectual calibre from that of the past and present students of the institution. Were a strictly European standard insisted on at once, it would probably be found impracticable to issue any certificates at all. But until a first rate standard is obtainable, we have to be perforce content with one that falls very far short of it."

General.

214. A very fair number of European and Eurasian students take up the studies of Medicine and Engineering. Fifty-nine male and 16 female students were studying at the close of the year in the Medical College, Calcutta. This is a very considerable advance for the year, although it is not yet sufficient to re-establish the position reported by Mr. Hornell in his Review as prevailing at the end of the previous quinquennium. **Medicine.**

215. The Law classes had only four and the Calcutta School of Art three European and Eurasian students on their rolls at the close of the year. **Law.**

216. The number of students at Sibpur College remained constant at 45. The popularity of the Sub-Overseer class at the Victoria School, Kurseong, is attested by an increase in the roll number from 11 to 15 at the close of the year. Only three students, however, passed the Sibpur examination. Sub-Overseer classes have also been started at the Goethal's Memorial Orphanage and in connexion with the St. Andrew's Colonial Homes at Kalimpong. **Engineering.**

217. Good work is being done by the technical night schools. The Calcutta Technical School, which is now on the aided list, provides a valuable course of theoretical instruction for the apprentices of the great engineering firms. It had 49 boys on the rolls when the Inspector visited it in August 1907. The East Indian Railway Technical School for apprentices at Jamalpur had an average nightly attendance of 60. **Technical instruction.**

Commercial instruction.

218. Mention has already been made in Chapter VII of the very dismal failure of the Commercial Department of the Victoria Boys' School, Kurseong. Favourable reports have been received of the progress of the Commercial classes in connexion with the Young Men's and Young Women's Christian Associations in Calcutta.

The Eurasian Question.

The problem of the *Kintals*.

219. The Inspector of European Schools devotes a considerable portion of his report to the problem presented by the children of the submerged Eurasian slum population of Calcutta. In the Quinquennial Review the problem of giving these children a chance in life is presented as one of the tasks with which European schools in India are confronted. Information which will lead to a determination of the magnitude of the task is not at present available, but, although doubt may be thrown on the estimate of Mr. Hallward, who puts the number of these children at approximately 1,600, there can be no doubt that a very large number of Eurasian children exist at present in the *kintals* of Calcutta in a state of degradation and destitution beyond the present reach of educational recovery. The question of how they are to be reached is one which is extremely difficult of solution. Currency was given in Mr. Hornell's report to an opinion with regard to the "real" Eurasian slum-dwellers that "they remain at present almost unreached, and, some will say, unreachable."

The work of reclamation.

220. The work of reclamation, which is as much philanthropic as educational in character, is one which can best be continued or undertaken with the help of the religious agencies which are already working zealously in the cause of the education of the Eurasian poor. In the meantime the situation exists without definition, and no satisfactory proposals for dealing with it may be expected before an exact investigation is undertaken with a view to action and the possibilities of expenditure from Government and private sources are clearly laid down.

CHAPTER X.

THE EDUCATION OF MUHAMMADANS.

Progress.

Increase in number of pupils.

221. At the close of the year there were 2,09,683 Muhammadan pupils in all institutions for the instruction of Indians which submitted returns,—an increase of 25,368 or roughly 14 *per cent.* over the numbers of the previous year. This very remarkable increase cannot, however, be accepted as indicative of a corresponding advance of Muhammadan education. The following paragraphs undertake an examination of the progress made and an explanation of the statistics.

Decrease in number of students.

222. A very serious decline has to be recorded this year in the number of Muhammadans undergoing University education. The small number of 420 in 1906-1907 was reduced at the close of the year to 364, the diminution having taken place all along the line—in Arts, Law, Medicine, and Engineering.

Increase in number of pupils in Secondary Schools.

223. The number of pupils studying in secondary schools has, however, risen from 14,089 to 15,084, an increase of a little more than 7 *per cent.*; and it is particularly reassuring to note that the increase has not been confined to Middle schools. the number of Muhammadan pupils in High schools having gone up from 7,170 to 7,573.

Apparent decrease of number in Primary Schools.

224. In Primary schools the returns show a decrease in the numbers from 1,42,780 to 1,38,090. Similarly in private institutions a decrease appears, the numbers having sunk from 17,062 to 15,273. These diminutions, as will be seen from the following paragraphs, do not, however, correspond with an actual decline in the school attendance of Muhammadan pupils.

225. The figures under the head of School Education, Special, are revolutionary, showing an increase from 9,964 to 40,872—an increase which does much more than absorb the decrease in the numbers examined in the preceding paragraph and which, as will be shown, accounts for it. Some of the details are of interest. It may be particularly noted that there has been a considerable increase in the small number of pupils attending *Madrasas* and also in the number of pupils attending training schools; the latter increase from 137 to 378 being due to the opening of the new *guru*-training schools and the improved terms offered to *gurus*. But the increase which particularly calls for attention is that from 7,093 and 688 in the case of male and female pupils of miscellaneous schools to 32,256 and 6,017 respectively. For an understanding of this an explanation is necessary. For the purposes of the scheme of grant-in-aid to *maktabs* which came into full operation in 1906-1907 the *mufassal maktabs* were divided into three classes:—

Explanation of apparent decrease.

Scheme of grant-in-aid to *maktabs*.

I.—Those which give religious instruction only.

II.—Those which teach Urdu or Persian or both (with or without the Koran) and also, up to an elementary standard, arithmetic and the vernacular of the district.

III.—Those which teach the full departmental course with Urdu or Persian as an additional optional subject.

226. The *maktabs* of class I were not to be aided, but were to receive a small registration fee to induce them to send in returns. Those of class II were to be aided on the usual primary scale, and those of class III were to receive an enhancement of 25 *per cent.* on the usual primary grant. It was anticipated that—

Objects of scheme.

(1) *maktabs* formerly unreturning would so be induced to submit returns;

(2) that existing *maktabs* would tend to adjust their curriculum so as to earn the highest possible grant; and

(3) that new *maktabs* would, under the improved conditions, be called into existence.

227. These anticipations have been realized, but it is unfortunately impossible from the returns to give any precise account of the actual increase in Muhammadan pupils during the year under report. In addition to the difficulty which arises from the absence of separate returns of new *maktabs*, and of *maktabs* which have emerged for the first time into recognition, there is a difficulty arising from the uncertainty of classification. *Maktabs* of class III were formerly returned under the head of Primary Schools. In many cases this year—and this accounts for the apparent decrease noticed in paragraph 224 in the number of Primary schools—they have been included under the head of Special Schools—Miscellaneous. It may be mentioned in passing that the decrease in the number of pupils in private institutions noticed in the same paragraph is obviously due to many of these institutions having adjusted their curriculum so as to secure a grant-in-aid under the scheme, or having registered themselves for the first time and brought their pupils in to swell the general returns. But it is impossible to derive from the figures any indication of the increase in the number of *maktabs* of the various classes or the actual increase in the number of Muhammadan pupils under instruction at the close of the year. The Inspectors' reports are illiberal of detailed comment on this subject; but the following excerpts from the Orissa and Patna reports testify to the success of the scheme and may be taken as indicating that there has been a considerable increase during the year in the number of Muhammadan boys and girls under instruction.

Success of scheme.

Rai Madhu Sudan Rao Bahadur reports from Orissa:—

"It is gratifying to note that many *maktabs* conforming to departmental standards were founded during the year under review, and that some lower primary schools situated in Muhammadan villages were transferred into *maktabs* of class III of the new scheme."

And Mr. Thickett from Patna:—

"The Government grant for subsidizing the *maktabs* of the several classes has secured the stability of these institutions, and the appointment of inspecting Maulvis, the establishment of model *maktabs*, and the systematization of the course of studies have greatly helped the development of Muhammadan education."

Reported apathy of Hindu officers to Muhammadan education.

228. Mr. Lambert, the Inspector of the Burdwan Division, points to the fact that the bulk of the increase in his division has taken place in the districts where there are Muhammadan officers on the inspecting staff as an indication of the apathy of the Hindu officers in other districts to the cause of the educational advance of the Muhammadan community.

229. Steps will be taken to have the classification of *maktabs* in the returns put on a footing which will render the statistics for the next annual report intelligible.

The Government Madrasas.

The Calcutta Madrasa.

230. Dr. Denison Ross, the Principal, reports progress in the Calcutta Madrasa in the year 1907-1908.

231. The number of students in the College Department remained unaltered; but there was a substantial increase—from 265 to 359—in the rolls of the Anglo-Persian Department. The numbers in the Arabic Department also increased, but less markedly, the rise being from 473 to 500. During the year the University Inspectors recommended the withdrawal of the anomalous affiliation of the Madrasa as a second grade college on the ground that the students who were studying the University courses were being instructed not at the Madrasa but at the Presidency College. This withdrawal of affiliation has in the current year been recommended by the University and sanctioned by the Government of India.

The Hooghly Madrasa.

232. There was a slight increase in the roll numbers of the Hooghly Madrasa, and its record for the year is as satisfactory as conditions would permit. This institution awaits attention to its needs. Proposals are on the way. Meantime the staff was strengthened during the year under report by the employment of three additional Maulvis.

The Nawab's Madrasa, Murshidabad.

233. The Nawab's Madrasa, Murshidabad, as has been previously explained, is a Madrasa only in name. Proposals for its amalgamation with the Nawab's High School, Murshidabad, are now before Government.

Examinations.

University examination.

234. The total number of Muhammadan candidates (225) who passed the Entrance and University Arts Examinations during the year 1907-1908 shows an increase of 33 for the year. A large increase in the number of passes in the B A., and Entrance Examinations was accompanied by a large decrease in the F.A. Five Muhammadan students passed the M.A. Examination, the same number as in the preceding year. No Muhammadan student took the B. Sc.

Madrasa Central Examination.

235. At the Madrasa Central Examination held in April 1908, 121 candidates presented themselves; 95 passed.

Improvement of Muhammadan Education.

236. Towards the close of the year under report the question of the improvement of Muhammadan education was taken up for radical consideration by the late Director. A conference of leading Muhammadan gentlemen was, with the approval of Government, convened on the subject of the institution of a Title Examination at the Calcutta Madrasa and other problems in connexion with the education of Muhammadans. The first meeting of the conference was held on 10th December 1907 and three sub-committees were appointed; the first considered the institution of a Title Examination, the courses of study, the teaching of English in *Madrasas*, and connected questions; the second considered the question of improving the education given in *maktabs*; and the third considered the question of the teaching of Urdu in Bengal. The reports of these sub-committees were received by the end of the official year. Discussion followed, and as an outcome of the conference definite proposals have now been laid before Government for the establishment of a Title Examination, the reform of the courses of study in the Madrasa, and generally for the improvement of Muhammadan education. They involve an initial expenditure of Rs. 8,400 and a recurring annual expenditure of Rs. 1,30,804, and cover the whole field of special Muhammadan education from

collegiate to primary. These proposals and the orders passed on them will fall to be reported in detail in the next annual report.

CHAPTER XI.

THE EDUCATION OF SPECIAL CLASSES.

The Education of Chiefs and Nobles.

237. The late Director towards the close of the year visited Murshidabad with a view to making final arrangements for the long discussed amalgamation of the Nawab's Madrasa and the Nawab's High School. Proposals are now before Government for the amalgamation of the two schools under the title of the Nawab Bahadur's Institution, with effect from the opening of the classes after the approaching Christmas vacation. The Nizamat pupils will study at the amalgamated institution, where the special privileges which they have hitherto enjoyed will be conserved to them.

The Education of Aboriginal and Backward Races, Low Castes, and Indigent Classes.

238. The aboriginal population of Bengal has been roughly estimated at about two million people with about 300,000 children of school-going age, the great majority of whom are beyond educational influence. Mr. Nathan wrote in the Quinquennial Review for the period ending 1901-02:— **Arrest at close of 1906-07 of previous retrogression of education of the aboriginal races.**

"In spite of special schools and special encouragement, the statistics for the period under review are most unsatisfactory, the total number of pupils of aboriginal and backward races having fallen from 37,870 to 30,203."

It will be seen, however, from Mr. Hornell's review that, so far as the somewhat doubtful returns may be credited, the note of the succeeding quinquennium was progress, the number of pupils under instruction having risen at the end of the period to 46,136.

239. In the midst of the many pressing questions of reform which have recently engrossed the attention of the Department, the question of the expansion of education among the aboriginal races has not been neglected, and during the year under review such efforts as were made to extend the scope of aboriginal education have been attended by marked success. The returns show the total number of pupils under instruction at 51,220, an increase of no less than 4,984 or nearly 11 *per cent.* on the number returned as being under instruction at the close of the previous year. **Progress in 1907-08.**

240. The most marked expansion has taken place among the Santhals. Notable progress has been made in the education of the Santhal children in the Birbhum district, where the primary grant for this purpose was raised from Rs. 793 to Rs. 4,600. The Inspector in reporting the general increase in the number of aboriginal pupils in his division writes:— **Education of Santhals.**

"The increase has been effected mainly in the district of Birbhum, where owing to the keen interest taken by Mr. A. Foster, I.C.S., late Magistrate of Birbhum, in the education and welfare of the Santhals, the number of schools for Santhal boys rose from 29 to 61 and the pupils attending them from 648 to 1,454."

The appointment has been made of a special Assistant Sub-Inspector of Schools to supervise the Santhal schools in this district. Again in the Santhal Parganas, where also there is a special grant and a special staff of inspecting officers for Santhal education, the returns show a very considerable advance in the number of Santhal pupils under instruction, which rose during the year from 6,979 to 7,787.

241. Particular encouragement was also given during the year to the education of aboriginal races in Orissa. The number of children under instruction rose from 1,739 to 2,068. The Inspector writes:— **Education of aborigines in Orissa.**

"The bulk of these pupils are Khonds who reside in the hill tracts of that district within the range of Hindu civilization. The increase in their number is chiefly due to the establishment of additional special schools for them during the year under review out of the increased allotment sanctioned for the furtherance of education among the aboriginals."

The grant made for primary education in the Khondmahals was increased from Rs. 3,596 to Rs. 10,990.

Scholarship.

242. On the examinations held during the year 62 of the primary scholarships were awarded to pupils of the aboriginal races. For many years two Government junior scholarships have been available to aboriginal students (primarily to those from Chota Nagpur), and in the course of the year under report two special senior scholarships were created with the same destination to encourage the pursuance of studies farther than the First Examination in Arts. One student of the aboriginal races passed the last Entrance Examination of the Calcutta University.

Calcutta University Entrance Examination.

Female education.

243. A large number of aboriginal native christian girls are under instruction. The following quotation is taken from the report of Miss Brock with regard to the education of Santhal girls and women:—

"There is no difficulty in getting a certain number of girls to read up to Standard VI and to continue work as pupil teachers in the training class. Among the Santhal women there is no *purdah*, and there is no feeling against the employment of married women as teachers. With little difficulty and the offer of stipends a large class of over five and twenty Santhali women is got together at the Hatigarh American Baptist Mission, where as a rule two years are spent in training them. These women are then employed in the schools of their own village. Occasionally a more than usually intelligent teacher is given the benefit of a training in one of the Calcutta training classes, but her intelligence comes considerably short of that of the average Bengali teacher."

Education of indigent classes and low Hindu castes.

244. The returns in respect of pupils of the indigent classes and the low Hindu castes also show a satisfactory increase (from 67,135 to 70,562) despite the fact that local scarcity of food grains brought about a decrease of the numbers in Orissa and Chota Nagpur. The effect of the prevailing scarcity was most severely felt in the latter division, where the number of pupils was reduced by almost one half, only 6,452 being returned as under instruction at the close of the year.

Education of Pans.

245. During the year under report 30 special schools were started in Angul for Pan children.

The Education of the Children of Tea Plantation Labourers.

General.

246. The situation with regard to the education of the children of labourers employed on the tea gardens of the Darjeeling hills and the Terai, and the measures to be adopted for its encouragement were described in paragraphs 771—773 of the Quinquennial Review. The course of action decided on was that Government should offer a grant of Rs. 12 a month to any garden which would give a site, a building, and a contribution of at least Rs. 8 a month for a school. The latest reports show that of the schools opened under these conditions, 8 are still working and 1 has been closed at the instance of the proprietor. Six proprietors have agreed to open schools, 6 have declined to give any contribution, 6 have promised sites only, and 4 have returned no answer to the reference made to them. It appears that there are 72 gardens in addition to the number originally reported, and steps have been taken since the close of the year to open up negotiations with the managers. The work goes slowly, and the Deputy Inspector reports that planters are prejudiced against the education of the cooly children as tending to lose them to the occupation.

Training of teachers.

247. During the course of the year the subject of training teachers for these schools was taken up, and proposals were submitted to Government for an annual grant-in-aid of Rs. 4,272 and a building grant of Rs. 6,000 to the Scotch Mission, Darjeeling, for the establishment of a training school for primary teachers at Kalimpong.

The Reformatory Schools at Alipore and Hazaribagh.

248 The annual report on the two Reformatory Schools for 1907 has been separately submitted to Government.

249. The question of the removal of the Alipore Reformatory School to a better site was settled by the decision come to at a Conference held on the 19th June 1907, presided over by His Honour the Lieutenant-Governor, to remove the Alipore institution to Hazaribagh and amalgamate the two Reformatories. During the year now current Mr. G. A. Davies of the Prisons Department was put on special duty in connexion with the amalgamation, and,

at the time of writing, the transfer of the boys from Alipore to Hazaribagh has been completed.

Education of Defectives.

250. The only action of any importance taken in the year under report with regard to the education of defectives is that of the District Boards of Gaya, Shahabad, and Saran, which have each created a scholarship of Rs. 10 a month tenable at the Deaf and Dumb School at Calcutta.

CHAPTER XII.

PRIVATE INSTITUTIONS.

251. Particular comment is not called for on the returns of this waning class of institutions. It comprises all those various schools which have not accepted Departmental or University standards, the majority of which are elementary schools—*pathsalas* and *maktabs*—following the traditional or indigenous methods of instruction, in which a handful of pupils are taught by a single *Guru* or *Maulvi*. But there is also a considerable number of more advanced institutions,—*tols*, *madrasas*, and *maktabs*. General.

252. There is, as has been previously pointed out, a tendency on the part of these institutions towards adaptation to Departmental standards, resulting in their gradual absorption into the public list. During the year under report this tendency was encouraged, so far as *maktabs* are concerned, by the operation of the system of grants-in-aid to which reference is made in the chapter on Muhammadan education. Tendency to absorption in public list.

253. According to the returns there were, at the close of the year, 4,271 private institutions with 49,649 pupils. These figures show a decrease of 615 institutions and 4,375 pupils. This decrease is explained, partly by the absorption of private institutions into the public list, partly also by the scarcity which prevailed in some of the Divisions. Comparative Statistics.

254. It is interesting to note that the majority of the whole number of pupils and institutions were in the populous and backward Division of Patna.

CHAPTER XIII.

PHYSICAL AND MORAL TRAINING.

General.

255. The need of special attention being paid to moral training as a part of education is no new one forced into sudden notice by the recent aberration of school boys into politics. More than 20 years ago the Government of India drew the attention of Local Governments, in an often quoted phrase, to the growth of tendencies unfavourable to discipline and favourable to irreverence, in the rising generation in India, and the need for taking action with the view to counteracting these tendencies. It is well to keep this in view when considering the question of the discipline and moral tone prevailing in the schools and colleges of to-day, and to differentiate between the general tendency towards disrespect for authority arising from the unsettlement of tradition by the introduction of Western ideas and the gradual subversion of the social order, and the particular manifestation of that tendency which is the outcome of the recent political agitation. The counteraction of the general tendency referred to is a matter of general and continuing policy and one of the serious problems towards the solution of which educational effort has been bent for many years and which is now receiving a particular measure of attention. The recent manifestation, which has been seen in the active participation of students and school-boys in political movements, is a case for special treatment demanding the local and immediate exercise of disciplinary authority by those in educational charge and the sensible co-operation of parents and guardians.

256. During the year under review the Government of India issued a circular laying down the principles to be observed and the line of action to be followed, with the object of protecting higher education in India from the dangers threatened by the tendency of both teachers and pupils to associate themselves with political movements, and to take a prominent part in organizing and carrying out overt acts of political agitation. The terms of this circular are too well known to call for summary. It is difficult to say what its effect has been; the cases under the circular which came up to the Head Office for disposal were very few in number. But it is believed that there is a growing tendency on the part of parents and guardians, and of the managers of schools and colleges, to realise the soundness of the views on which it proceeds and the futility of allowing students and school-boys to interest themselves actively in politics while they are still under instruction, or of entrusting their education to teachers whose influence tends in that direction.

257. To turn now to the general question, the subject of the development of a healthy spirit amongst students and school-boys by the special encouragement of influences conducive to their moral and physical welfare will be treated under the heads laid down in previous reports.

Hostels and Messes.

Untrustworthy returns.

258. It is to be regretted that the returns with regard to hostels or boarding houses, which are contained in General Table VIII annexed to this report, are so untrustworthy that no conclusions of any value can be drawn from them.

The Calcutta mess scheme.

259. The new University regulations with regard to the residence of students came into force in the year under review. As reported in the Quinquennial Review, the control of the residence of students has by these regulations been assumed by the University, to whom therefore the working of the Calcutta Mess Scheme was handed over in order to avoid the complications which would ensue from dual control. An annual grant of Rs. 15,810 was guaranteed by Government, of which Rs. 9,000 was to meet the estimated difference between the mess rental and the rents collected by the University from students, and the balance to meet the pay of Hostel Superintendents and the pay and allowances of an officer of the Provincial Educational Service lent to the University to act as Inspector of Hostels. The full amount of Rs. 9,000 was not required during the year and a balance of about Rs. 3,000 lapsed to Government.

The University control.

260. Nothing but benefit can be expected to result from the supervision exercised by the University over the residence of students and the enforcement of the strict regulations which have been formulated for the recognition, conduct, and control of hostels and messes. No general report has, however, been published of the working of the University control.

Improvement of the hostel system.

261. Operations have been and are still in progress for the improvement and extension of the hostel accommodation attached to Government colleges and schools, and for the provision—in the spirit of the new regulations—of separate hostel accommodation for the students of the colleges and the school-boys of the collegiate schools. The Minto Hindu Hostel, Patna, and the new Hindu Hostel for the Ravenshaw College, Cuttack, have been completed and are now in occupation. Large sums of money are, however, still required to put the hostel system on a satisfactory footing, and it is unfortunate that it has been found impossible to give even administrative approval to a number of projects for Zilla school hostels which are now ready for submission.

Pay of Superintendents.

262. Meantime, however, it may be mentioned that owing to the failure of Superintendents to realize their responsibilities or exercise more than a perfunctory supervision, many of the hostels do not provide that healthy influence which is a main object of their existence. This may in large measure be attributed to the difficulty of securing really suitable men for the work of Superintendents at the low rates of pay which prevail. The present pay is as a general rule by capitation grant at the rates of one rupee per head in the case of Calcutta hostels and eight annas a head in the case of *mufassal* hostels. The question of the remuneration of hostel superintendents was referred towards

the close of the year to Inspectors of Schools and Principals of Government Colleges, and proposals based on their recommendations will shortly be submitted to Government.

Discipline.

263. The usual small number of offences against discipline and morality falls to be chronicled for the year under report. In so far as they are few in number and undistinguished in character no detailed comment is called for, nor are they sufficient of themselves to justify an unfavourable conclusion as to the state of discipline in schools and colleges. There can, however, be no doubt that the general tone of the relation between teachers and taught is far from what it ought to be. The remarks of the Principal with regard to the discipline of the Presidency College quoted in paragraph 41 of this report describe the quality of its defect. A similar defect may be read in the reports from the Divisions with regard to the discipline in schools. Mr. Stark reports from Chota Nagpur— Unsatisfactory state of discipline.

"The state of discipline in the District Board, Government, aided and unaided, secondary schools of this Division leaves much to be desired. The ideal of discipline does not appear to be very high at present. If the students of an institution do not openly defy the orders of their teachers, if they are not positively impertinent or insubordinate, the authorities of the institutions consider that this state of affairs leaves nothing to be desired in respect of discipline in the schools with which they are connected."

Mr. Prothero, while admitting that discipline continued more or less satisfactory in all classes of schools in Bhagalpur, writes in an interesting note the full quotation of which is forbidden by the limits of this report—

"There is indeed outward conformity to the canons of decency and decorum, courtesy and obedience, but there is no more blind submission, cheerful obedience and inborn reverence; and the discipline which is seen wants the genuine ring about it."

264. What is said of conservative Bihar may be taken to apply with even greater force to Bengal Proper. It must, however, be borne in mind that the special notice which is taken of discipline in the Inspectors' reports under consideration is the outcome not of any sudden deterioration of school discipline in their Divisions, but of the attention which has been directed to the matter lately by the political unrest and the circular of the Government of India before referred to with regard to the participation of teachers and pupils in political agitations. The responsibility for the re-establishment of a healthy discipline rests not only on those actively engaged in instruction, but on parents and guardians, managers of schools and colleges, and also on the Department. A gradual righting might be expected to follow on the improvement and extension of hostels, the general raising of the tone of the teaching profession by improving its pay and prospects, the awakening of teachers to the need for taking a more intimate and friendly interest in the boys under their charge, and the realization by managers that the institutions which they control must be judged not by examinational success alone, but by the more important work which they do in establishing a sane basis for the development of mind and character. Its remedy.

Exercise, Social Intercourse, Text-Books.

265. The influences of physical exercise, of social intercourse between teachers and students, and of text-books are discussed in the last report, and subsequent developments afford little room for comment. Both students and school-boys spend too much time over their books and too little in healthy recreation. The importance of increasing the activity of colleges and schools in the encouragement of physical exercises has not been lost sight of.

CHAPTER XIV.

EDUCATIONAL CONFERENCES.

266. Good work was done during the year by the special committees constituted under the orders of Government—

(1) In connection with the revision of the Syllabus of Studies for the Infant Section and Standards I and II of boys' and girls' schools for Indian pupils.

(2) In connection with the revision of the Syllabus of Studies for Standards III to VI.

(3) In connection with proposals for a School Final Examination.

Important conferences were held with regard to the improvement of secondary education, the improvement of Muhammadan education, and the improvement of the education of Muhammadan girls and women.

267. No account is called for here with regard to the work of these committees and conferences, as it has been dealt with under its appropriate heads in the preceding chapters of this report.

268. In course of the ordinary work of administration conferences were convened by Inspectors and by Deputy Inspectors of Schools at the divisional and at the district head-quarters.

CHAPTER XV.

TEXT-BOOKS.

General.

The Text-Book Committee.

269. The Central, the Bihar, and the Orissa Text-Book Committees continued their useful work during the year under report. No feature of their working, however, calls for special comment.

Model Text-Books.

270. The work of Government in the preparation of model text-books for the new Syllabuses of Study has been commented on elsewhere in this report.

Proposals to publish text books in aboriginal languages.

271. The Inspector of Schools, Bhagalpur Division, deplores the non-existence of Santhali versions of the text-books which are in use in schools, and suggests that Government should subsidize competent Santhali scholars to remove this impediment to the education of the Santhals. Mr. Stark similarly urges that provision should be made for the publication of text-books in Santhali and Oraon,—the aboriginal languages of Chota Nagpur. The subject will receive the consideration of the Department.

The Calcutta School Book Society.

272. The sales of the Calcutta School Book Society amounted during the year to Rs. 1,88,980 as against Rs. 1,52,348 in the year 1906-1907. Detailed enquiries were made into the working of the Society by Mr. Earle, who has, since the close of the year, reported on the matter to Government.

CHAPTER XVI.

SUMMARY OF THE FOREGOING REPORT, AND GENERAL CONCLUSIONS.

273. The general returns for the year 1907-1908 afford encouragement with regard to the educational outlook. The increasing public interest in education was assisted by a vigorous departmental administration: the result is to be seen in an increase in the number of educational institutions; an increase in the number of scholars; and an increased expenditure in respect of education, both from private sources and from provincial and local revenues. In estimating the significance of this advance consideration should be taken of the rise in the price of food-grains and the consequent scarcity, which was felt all over the Province, but with particular severity in the Divisions of Orissa and Chota Nagpur where it was responsible for an actual decrease in the number of schools and scholars.

Controlling Agencies.

Statistics of Management.

274. The returns show a considerable increase in the number of schools under public management, principally due to the opening of a large number of Government training schools for *gurus* and the inclusion of the statistics for the Feudatory States recently transferred to Orissa, which returned 179 schools all of which were under public management.

275. The number of the appointments in the Provincial and Subordinate Educational Services increased by 9 and 104 respectively during the year, and 59 additional appointments were made to the cadre of the Lower Subordinate Educational Service. No addition was made to the sanctioned cadre of the Indian Educational Service. The Educational Services.

276. Appointments were made to the majority of the vacancies remaining to be filled in connexion with the scheme for strengthening the inspecting agency, and an increase of efficiency is reported. Reports with regard to the quality of the men recruited as Sub-Inspectors are unfavourable, and doubt is thrown on the suitability of the present Deputy Inspectors for the responsible charge of education in the districts. Improvement of the Inspecting Agency.

277. The female inspecting agency has been very considerably strengthened during the year by the arrival of a second Inspectress to share with Miss Brock the charge of female education. A marked increase of efficiency has also been secured by the appointments of Assistant Inspectresses so that there was at the close of the year an Assistant Inspectress for each Division. The Inspectresses press for further additions to the staff. Strengthening of the Female Inspecting Agency.

278. Orders were passed by Government during the year for the constitution of governing bodies for Government colleges and Committees of Management for recognized schools, in conformity with the requirements of the new University regulations. Constitution of Governing Bodies for Schools and Colleges.

Collegiate Education.

279. The returns show an increase of 67 students in public and of 301 in private colleges. Statistics.

280. The year under report saw the establishment of the first college classes to study for the courses prescribed by the new regulations of the Calcutta University. Notwithstanding the higher standard set, the colleges—which continued to work under their old affiliation—appear to have had little difficulty in adapting themselves to the new conditions. The reports of the University Inspectors were not, however, completed, nor were the affiliation orders of the Syndicate issued, until after the close of the year. The operation of the new Regulations.

281. Pending sanction to permanent arrangements, temporary facilities have been provided to enable the Government colleges to cope with the increased work under the new regulations. Important developments took place in connexion with the scheme for improving the Presidency College. It was decided to adopt the proposal to extend the college on its present site instead of the more satisfactory proposal to remove it to a suburban area where there would be room for free expansion and work might proceed unhampered by the disturbances and disadvantages incident to the situation in a busy city area. A detailed scheme was prepared accordingly, which involved the acquisition of 22 bighas of land to extend the present site. Towards the close of the year a sum of 3 lakhs of rupees was promised for the purchase of part of the new site and the construction of a Physical laboratory. The Principal pleads for reconsideration of the abandoned proposal to remove the college to the suburbs. While much has been proposed for the improvement of the Government colleges in the spirit contemplated by the new regulations, and the way has been prepared for fulfilment, little was actually done during the year under report. The Government Colleges.

Secondary Education for Indian Boys.

282. The opinion previously held of the unsatisfactory condition of secondary education in the Province was confirmed by the inspection of High Schools undertaken by the University. The question of improvement was considered during the year by a conference of administrative and educational officers, the results of whose labours are embodied in an extensive scheme for the improvement of secondary schools in respect of establishments, buildings, and equipment, on which orders are awaited. Improvement Scheme.

283. Much work was done in connexion with the revision of the courses of study taught in Middle and in High schools. A revised syllabus of studies for Standards III to VI was drawn up by the Special Committee appointed for the purpose, and submitted to Government. At the close of the year the Revision of Courses of Study.

Committee was occupied in the reconsideration of the syllabus in the light of criticisms which had been received from persons and associations interested in education to whom it had been circulated by Government for opinion. With the view of freeing secondary education from subservience to the Entrance Examination of the Calcutta University, another Committee was constituted under Government orders to consider the courses of study for the four highest classes of High schools and to submit proposals for the organization of a School Final Examination. The work was well under way before the close of the year.

Comparative Statistics.

284. The number of pupils studying in secondary schools for Indian boys at the close of the year was 1,49,013,—an increase of 1,726 on the figures of the previous year. The total expenditure increased from Rs. 25,43,105 to Rs. 26,24,413,—an increase of Rs. 81,308, of which Rs. 11,567 was borne by public funds.

Primary Education for Indian Boys.

Revision of Courses of Study.

285. A revised syllabus was published during the year under report for the Infant Section and for Standards I and II, to be introduced into schools from the beginning of 1910.

Abolition of Fees.

286. A report was submitted to Government with regard to the suggested abolition of fees in Primary schools.

Grants-in-aid.

287. Reports agree that the system of payment of teachers by subsistence and deferred allowances has worked well, but that if it is to achieve the object with which it was framed grants-in aid must be made on a more liberal scale.

Comparative Statistics.

288. Owing to causes which are mentioned in the body of the report the statistics for the year are obscured for the purposes of comparison; but they may be safely read as witnessing an increase in the number of pupils and institutions and an increase in the expenditure.

The Training of Teachers for Indian Schools.

Training of English Teachers.

289. The scheme for the establishment of a training college has been under way for long, and, after a career of some vicissitude, was, at the close of the year, ready to make a modest and experimental start. Orders were issued which sanctioned, pending the establishment of the college, the opening of a class for English teachers in connexion with the Hare and Hindu Schools with effect from 1st July 1908.

The First and Second Grade Training Schools.

290. The quality of the training given in the first and second grade training schools continues to call forth most unfavourable comment. Nothing has been done for their improvement during the year. The question of the reform of these institutions is under consideration.

Guru-training Schools.

291. Funds amounting to close on 6 lakhs of rupees were made available for the necessary initial and recurring expenditure to improve the existing *guru*-training schools and to establish and maintain 96 new ones—one additional school in each subdivision of the Presidency. It was anticipated that it would be possible to run up and complete the new buildings during the year, but this expedition of construction was not by any means realized. Arrangements were, however, made to start in hired premises such schools as were not provided with buildings, with the result that 93 new schools were in operation at the end of the year.

The Training of Female Teachers.

The Training of Female Teachers.

292. The Missionary training classes continued to do good work in the training of female teachers. The interests of efficiency and economy call for an amalgamation of the Missionary training classes in Calcutta. The scheme for the establishment of a residential college at Bankipore for the training of Hindu and Muhammadan female teachers was recommended for sanction to the Government of India before the close of the year. The Calcutta College scheme was unavoidably held back.

Professional and Technical Education.

293. Orders were passed during the year for the closing of the B. L classes in the Government *mufassal* colleges and for the closing of the Agricultural classes at Sibpur. Closing of the B. L. and the Agricultural Classes.

294. No improvement can be recorded in the unsatisfactory state of the B and C classes, which continued, throughout the year, a feeble existence. B and C Classes.

295. While the Government Commercial classes appear to be recruiting a more purpose-like class of students, the numbers in attendance were disappointingly small. The classes labour still under the difficulties arising from public apathy, the supremacy of the University Examinations, and the superior attraction of Government service. Government Commercial Classes.

296. The scheme for the removal of the Sibpur College to Ranchi was elaborated and put forward in a detailed form. The unhealthy condition of the college would appear from the returns to have developed seriously for the worse. The proposed removal to Ranchi should not interfere with the undertaking of vigorous measures for sanitary improvement. These need involve no very considerable expenditure. The Civil Engineering College, Sibpur.

297. Towards the close of the year the establishment was sanctioned of a Joint Technical Examination Board to control the Overseer, Sub-Overseer, and B Class Final Examinations and advise Government with regard to the courses of study for these classes. Joint Technical Examination Board.

298. While Technical and Industrial instruction made some progress during the year, its advancement awaits the control and impulsion which it is anticipated will be secured by the proposed appointment of an expert to take charge of this branch of instruction. Pending settlement of this question Mr. J. G. Cumming, I.C.S., was placed on special duty for six months to enquire into and report on industrial questions in the Province. Mr. Cumming's report, which has been received, lays the ground for progress. Proposed Appointment of Expert to take charge of Professional and Industrial Instruction. Mr. Cumming's Deputation and Report.

The Education of Indian Girls and Women.

299. The situation with regard to female education is more hopeful now than it has been in the past. While progress is retarded by the lack of Hindu and Muhammadan female teachers, considerable advance was made during the year under report along the present lines of instruction. At the close of the year there were 1,38,279 girls and women in all classes of public institutions for Indians, an increase, after making necessary allowances, of over 10,000 since the close of the preceding year. The direct expenditure increased by over 8 *per cent.* Progress.

300. The Bethune College had a larger number of girls on the rolls than it has ever had before. The results of the college and collegiate school in the University Examinations are most satisfactory. Additional accommodation for this institution is urgently required. The Bethune College.

301. Proposals for the improvement of the model Primary girls' schools and their recognition as Government institutions were under consideration during the year and have, since the close of the year, been sanctioned by Government. Model Primary Girls' Schools.

302. Government sanction was received to a measure which is expected to do much to overcome the opposition to female education in the Muhammadan community. As the outcome of a conference of leading Muhammadans a special syllabus of instruction has been prescribed, and Readers in accordance with the syllabus are in preparation at Government expense. The Inspectresses have been asked to submit proposals for starting special schools with the syllabus and to introduce it in the meantime wherever Muhammadan *zanana* education is being carried on. Female Education in the Muhammadan community.

The Education of Europeans.

303. The University Inspectors recommended the withdrawal of affiliation from the European institutions affiliated to the University. These institutions have not for years made provision for the teaching of University courses. Withdrawal of University affiliation from European Schools.

304. The decline in the number of male European students studying in Arts Colleges was continued during the year under report. Decline in number of European Students in Arts Colleges.

Defects of Statistics.

305. In considering the statistics for European schools account must be taken of the facts—

(1) that owing to neglect or delay on the part of the school managers the returns are incomplete;

(2) that owing to varied and unskilled accounting they are discrepant and incorrect. With a view to remedying the latter defect Mr. Bryning of the Accountant-General's Office has been deputed to audit the accounts of European schools and devise a system of accounting for future use.

The European School Code.

306. The proposals for the revision of the European School Code put forward were finally approved by the Government of India towards the close of the year, and a redraft of the Code has since been submitted to Government for approval.

Increase in the number of Scholars.

307. There was a considerable increase during the year in the number of European and Eurasian pupils under instruction. The advance is particularly marked in the number of pupils who waited on to complete the full school course.

Management.

308. The tendency to shrinkage in the list of unaided schools, which was previously commented on, continued. This tendency must be confirmed by the more exacting requirements of the new Code when it is introduced.

Examinations.

309. The examination returns appear to confirm the wisdom of the proposed substitution under the new Code of the Cambridge University, instead of the Departmental, Examination as the final test at the end of the European school course.

Professional and Technical Training.

310. The most noticeable fact with regard to professional training is that there is not a single European male student in Bengal under training as a teacher. There was a considerable advance during the year in the number of students who took up the studies of Medicine and Engineering.

The Education of Muhammadans.

Comparative statistics.

311. There was a serious decline in the number of Muhammadans undergoing University education. The number of Muhammadan pupils in secondary schools, however, shows an increase of 7 *per cent.* during the year. While the returns for Primary schools are somewhat difficult of interpretation, it would appear to be a safe conclusion that there has been a considerable increase in the number of Muhammadan pupils in these schools.

The encouragement of *Maktabs*.

312. The scheme for the encouragement of *maktabs* was successful in its operation. *Maktabs* formerly unreturning submitted returns; others adapted their curriculum to departmental standards to earn grants-in aid; and many new *maktabs* were started.

Improvement of Muhammadan Education.

313. As the outcome of a conference of leading Muhammadans which was held during the year proposals have now been submitted to Government for the establishment of a Title Examination, the reform of the courses of study in the Madrasa, and, generally, for the improvement of Muhammadan education.

The Education of Special Classes.

Aboriginal and backward races low castes, etc.

314. The returns show the total number of aboriginal students under instruction at 51,220, an increase of no less than 4,984 or nearly 11 *per cent.* on the number returned as being under instruction at the close of the previous year. The most marked expansion has taken place among the Santhals. The returns in respect of pupils of the indigent classes and the low Hindu castes also show a satisfactory increase—from 67,135 to 70,562.

Education of children of tea plantation labourers.

315. The scheme for the education of the children of tea-plantation labourers has had but a moderate success. The work goes slowly; it is reported that planters are prejudiced against the education of cooly children as tending to lose them to the occupation.

The Reformatories.

316. The removal of the Alipore institution to Hazaribagh and the amalgamation of the two Reformatories was determined on. The transfer of the boys from Alipore to Hazaribagh has now been completed.

Private Institutions.

317. These institutions tend towards conformity with departmental standards, and absorption in the public list. The returns show a decrease of 615 institutions and 4,375 pupils during the year.

Physical and Moral Training.

318. While there have not been many grave breaches of discipline during the year, the tone of the relations between teachers and taught continues to be unsatisfactory. Unsatisfactory tone of discipline.

319. Few cases have come up for disposal calling for action in terms of the Government of India circular as to the participation of students and teachers in politics. It is believed that there is a growing tendency to realize the soundness of the views on which it proceeds and the futility of allowing students and school-boys to interest themselves actively in politics, or of entrusting their education to teachers whose influence tends in that direction. Participation of students and teachers in politics.

320. Advantage is expected to accrue from the operation of the new University regulations with regard to the residence of students, which came into force in the year under review. Large sums of money are still required to put the hostel system on a satisfactory footing. Hostels and Messes.

Educational Conferences and Text-Books.

321. Reference is made to Chapters XIV and XV, which treat of these subjects, and are most brief.

General Conclusions.

322. Perhaps the most striking feature of the record of work that fills the preceding pages is the large number of projects that have come to maturity towards the end of the period under report. Activity in educational matters has increased largely during the last few years, and has been especially manifest in the past biennium, the period of Mr. Earle's administration. The visible signs have been many. A keen interest has been evinced in all quarters in educational reform, and both Government officers and private workers have bestirred themselves towards this end; there has been a valuable survey of the educational needs of the Province, and lastly the lines along which educational progress must take place have been carefully laid down. In all this there is ground for satisfaction, but unfortunately there is another side to the picture. Though the financial difficulties in the way of educational progress have not been overlooked, and were indeed specifically referred to in the Government resolution on last year's quinquennial report, a sufficiently systematic examination of the extent to which lack of funds will affect the educational position in the immediate future has hitherto not been made. Such an examination unfortunately points to the conclusion that, after reaching a point at which we were ready to make an immediate advance along the various lines indicated in the report, we must now cry a sudden halt and confess our inability to carry out aught but an insignificant portion of the projected reforms within a period that would make the contemplation of these reforms of any practical interest. The financial problem is undoubtedly a difficult one. It may be roughly calculated that to give effect to the reforms indicated in the preceding pages, a sum of 25 lakhs will have to be added for necessary expenditure to the present educational budget, and this, too, leaving out of account the suggested abolition of fees for primary education. If the latter reform be also carried out, a further expenditure of between 30 and 60 lakhs will have to be incurred. In addition there will be a heavy non-recurring expenditure which for all practical purposes may be regarded as recurring as it will probably have to be extended over the next 20 years. Before, therefore, educational policy can shape its future course, the financial question has to be dealt with and some definite understanding on the subject arrived at. If it were possible to provide the additional funds indicated above within say the next five years, the educational projects referred to in the report could be taken in hand

immediately. If, however, only a portion of the necessary funds is likely to be forthcoming, a definite educational policy should be laid down as to the priority according to which the various projects should be taken up. It is better to do one thing well than half a dozen badly. While allowing, therefore, for a modest general improvement in education along the old lines, any surplus funds should be assigned according to definite principles of priority, and the most reasonable principles would appear to be, firstly, that Government projects should ordinarily come before private projects and, secondly, that schemes for educational improvement should proceed according to the following order:—

(*a*) Collegiate education.
(*b*) Secondary education.
(*c*) Primary education.

There will no doubt be a difference of opinion as to the relative claims of these three branches of education, but the order here indicated is that which educational progress has hitherto followed in all civilized countries; and there is nothing in the special circumstances of India to indicate that the experience gained elsewhere would not be applicable here. It is also not unlikely that there will be an outcry against the proposed postponement of the claims of private to those of public institutions, but here too it would appear to be fairly obvious that the latter should be made efficient before the former are assisted beyond the present scale from Provincial revenues. Though no definite promises have been given to private institutions that they would in future be more liberally aided, it is undoubtedly the fact that in harmony with the general spirit of hopefulness as to the educational outlook, which has received a certain amount of encouragement from official utterances, the demands of private educational bodies on the public purse have been recently increasing to an alarming extent. In the case of building grants for instance, where formerly assistance to the extent of Rs. 10,000 was asked for with diffidence, applications for sums varying between half a lakh and a lakh are now not at all unusual. Though it is no doubt unpleasant to check hopes of more liberal aid to private educational effort, it is better that non-availability of funds for this purpose should be clearly indicated than that we should allow a state of affairs to continue under which a feeling of resentment will be aroused by each individual refusal.

G. W. KÜCHLER,

Director of Public Instruction, Bengal.

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EDUCATION GENERAL TABLE I.

Abstract Statement of Colleges, Schools and Scholars in Bengal for the official year 1907-1908.

(For details see General Table III.)

Area and Population.			Institutions and scholars.	Public Institutions.						Total.	Private Institutions.			Grand Total.	Percentage of—
				Collegiate education.		School Education, General.		School Education, Special.							
Total area in square miles.	Number of towns and villages.	Population.		Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.		Advanced.	Elementary and other Schools not conforming to Departmental Standard.	Total.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
		Males 2,66,74,767	Institutions. For males.	32	15	1,469	33,960	212	2,255	37,943	1,283	2,917	4,200	42,143	Institutions to number of towns and villages. 28·0
		Females 2,70,97,147													
	Towns, including Municipalities, 146	Total 5,37,72,184	Institutions. For females.	2	...	72	3,384	20	7	3,485	...	71	71	3,556	2·3
	Villages 1,50,002		Institutions. Total ...	34	15	1,541	37,344	232	2,262	41,428	1,283	2,988	4,271	45,699	30·4
1,24,432	Total 1,50,148	Number of population of school-going age:— Males 40,01,215	Scholars. Males	5,455	1 986	1,52,471	9,34,121	3,103	49,431	11,46,567	13,740	33,584	47,324	11,93,891	Male scholars to male population of school-going age. 29·8
		Females 40,64,613													
		Total 80,65,828	Scholars. Females	38	20	6,578	1,27,803	382	7,153	1,41,974	462	1,863	2,325	1,44,299	Female scholars to female population of school-going age. 3·5
			Total ...	5,493	2,006	1.59,049	10.61,924	3,485	56,584	12.88.541	14,202	35,447	49,649	13,38,190	16·5

GENERAL

Abstract Return of Expenditure on Public Instruction in

(For details see

	TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION.						
	Collegiate Education.		School Education, General.		School Education, Special.		Total.
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	R .	Rs.	Rs.
1.—Institutions { For Males ...	8,54,843	5,59,099	29,56,085	27,96,586	2,12,945	7,45,053	81,24,611
„ Females ...	27,453	...	4,81,008	3,68,379	42,393	...	9,19,233
Total ...	**8,82,296**	**5,59,099**	**34,37,093**	**31,64,965**	**2,55,338**	**7,45,053**	**90,43,844**
2.—(a) Percentages of Provincial expenditure included in columns 2—23 to total Provincial expenditure on Public Instruction.	9·25	10·53	15·35	7·17	5·28	8·73	56·31
(b) Percentages of District Fund expenditure included in columns 2—23 to total District Fund expenditure on Public Instruction.	·11	...	14·51	63·07	·11	3·16	80·96
(c) Percentages of Municipal expenditure included in columns 2—23 to total Municipal expenditure on Public Instruction.	·99	..	17·58	58·62	...	7·24	84·43
(d) Percentages of Total expenditure included in columns 2—23 to total expenditure on Public Instruction.	7·0	4 4	27·3	25·26	2·03	5·81	72·7
3.—Average cost of educating each pupil in—	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Government Institutions. { Cost to Provincial Revenues.	218 1 7	453 8 3	25 3 5	5 6 4	71 4 2	123 12 9	58 15 4
Cost to District and Municipal Funds.	...	...	0 0 6	0 0 10	0 6 11	...	0 1 2
Total cost ...	326 14 9	537 8 0	47 5 0	5 14 5	74 0 5	140 9 4	78 14 11
District Board institutions. { Cost to Provincial Revenues.	...	...	...	...	...	...	...
Cost to District Funds.	80 0 0	...	6 3 11	3 4 7	...	50 14 7	5 5 8
Total cost ...	453 3 2	...	10 15 9	3 8 2	...	74 2 11	8 7 2
Municipal institutions. { Cost to Provincial Institutions.	47 4 5	...	3 9 8	...	...	...	3 12 0
Cost to Municipal Funds.	7 9 10	...	2 13 8	4 7 4	...	...	3 6 10
Total cost ...	164 11 2	66 1 1	21 2 11	5 9 1	...	...	21 0 5
Institutions in Native States. { Cost to Native States Revenues.	...	...	12 6 0	1 7 6	...	16 8 2	2 15 3
Cost to District and Municipal Funds.	...	...	0 2 8	0 0 9	...	...	0 1 0
Total cost ...	...	...	13 1 2	2 6 4	...	16 9 1	3 13 6
Aided institutions. { Cost to Provincial Revenues.	43 1 0	...	4 1 11	0 4 10	52 5 9	1 11 7	0 13 0
Cost to District and Municipal Funds.	...	...	1 7 2	0 14 4	0 1 11	0 15 3	0 15 2
Total cost ...	123 3 11	...	22 0 7	3 4 7	109 0 5	7 4 5	5 6 8
Unaided institutions— Total cost ...	101 7 7	36 7 9	19 1 11	2 2 6	14 7 6	9 14 2	7 11 6
All institutions. { Cost to Provincial Revenues.	72 11 2	205 15 7	4 1 6	0 4 8	67 13 1	6 14 4	1 14 5
Cost to District and Municipal Funds.	0 7 9	...	1 3 1	0 12 5	0 6 1	0 13 7	0 13 3
Total cost ...	167 9 9	264 3 7	22 2 10	3 2 3	79 6 4	14 0 9	7 6 1

TABLE II.

Bengal for the official year 1907-1908.

General Table IV.)

TOTAL INDIRECT EXPENDITURE ON PUBLIC INSTRUCTION.									
Buildings.	Special grants for furniture and apparatus.	Total.	University.	Direction.	Inspection.	Scholarships.	Miscellaneous.	Total.	Total expenditure on Public Instruction.
9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
7,39,339	1,40,809	8,80,148	1,50,124	1,20,889	7,08,172	2,59,858	13,93,192	26,32,235	1,25,56,227
7,39,339	1,40,809	8,80,148	1,50,124	1,20,889	7,08,172	2,59,858	13,93,192	26,32,235	1,25,56,227
11·64	2·23	13·87	1·92	2·93	14·61	4·39	5·96	29·82	100·0
1·71	·46	2·17	...	...	7·85	3·52	5·5	19·04	100·0
5·49	·69	6·19	...	...	2·27	·36	6·75	15·57	100·00
5·9	1·1	7·0	1·1	·9	5·6	2·6	11·13	21·3	100·0

EDUCATION GENERAL

Return of Schools and Scholars in Bengal

CLASS OF INSTITUTIONS.	PUBLIC					
	Under Public					
	Managed by Government.				Managed by District or	
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.
1	2	3	4	5	6	7
UNIVERSITY EDUCATION.						
Arts Colleges—						
English	8	1,378	1,321	1,141	2	68
Colleges for Professional Training—						
Law	4	38	45	30	1	15
Medicine	1	444	518	513	...	...
Engineering	1	340	379	327	...	...
Agriculture	1	13	19	14	...	...
Total of Colleges ...	15	2,213	2,282	2,025	3	83
SCHOOL EDUCATION. (General.)						
Secondary Schools—						
For Boys: High Schools ... English ...	58	9,781	8,981	7,111	3	1,056
For Boys: Middle Schools ... English ...	5	601	581	491	34	2,652
For Boys: Middle Schools ... Vernacular ...	18	1,199	1,107	836	103	6,664
Total for Boys' Schools ...	61	11,581	10,669	8,438	140	10,372
For Girls: High Schools ... English ..	1	199	183	135	...	...
For Girls: Middle Schools ... English ...	1	112	114	110	...	...
For Girls: Middle Schools ... Vernacular ...	...	...	...	...	...	...
Total for Girls' Schools ...	2	311	297	245	...	...
Total of Secondary Schools for Boys & Girls	63	11,892	10,966	8,683	140	10,372
Primary Schools—						
For Boys: Upper Primary	183	7,409	6,941	5,035	99	8,152
For Boys: Lower Primary	10	285	226	180	3	307
Total Primary Schools for Boys ...	193	7,694	7,167	5,215	102	8,459
For Girls: Upper Primary	6	436	421	304	1	67
For Girls: Lower Primary	2	24	22	18	...	...
Total Primary Schools for Girls ...	8	460	443	322	1	67
Total of Primary Schools for Boys and Girls	201	8,154	7,610	5,537	103	8,526
SCHOOL EDUCATION. (Special.)						
Schools for Special Instructions—						
Training Schools—						
(a) For Masters	205	2,904	2,662	2,236	...	...
(b) For Mistresses	1	15	15	15	...	...
Schools of Art	1	254	205	194	...	...
Law Schools	...	...	...	...	...	...
Medical Schools	3	345	358	307	...	...
Engineering or Surveying Schools ...	2	232	246	205	...	...
Industrial Schools	1	100	83	75	8	167
Commercial Schools	1	138	125	90	...	...
Agricultural Schools	...	...	...	...	...	...
Other Schools ... Madrasahs	3	634	649	460	...	...
Other Schools ... Reformatory Schools ...	2	415	386	379	...	...
Other Schools ... Miscellaneous Schools ...	7	370	344	260	...	...
Total ...	226	5,407	5,073	4,221	8	167
Total of Colleges and Schools of Public Instruction.	505	27,666	25,931	20,466	254	19,148

TABLE III.

or the official year 1907-1908.

INSTITUTIONS.									
MANAGEMENT.						UNDER PRIVATE MANAGEMENT.			
Municipal Boards.		Maintained by Native States.				Aided by Government or by District or Municipal Boards.			
Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
8	9	10	11	12	13	14	15	16	17
62	54	...	...	...	...	9	2,055	1,932	1,631
14	11	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
76	**65**	...	...	...	...	**9**	**2,055**	**1,932**	**1,631**
1,050	777	2	457	436	340	196	32,343	31,558	24,120
2,468	1,968	21	2,078	1,992	1,404	495	35,170	34,684	27,537
6,339	4,928	6	461	457	278	239	13,587	13,334	10,532
9,857	**7,673**	**29**	**2,996**	**2,885**	**2,022**	**930**	**81,100**	**79,576**	**62,189**
...	...	...	...	...	...	13	1,609	1,477	1,242
...	...	...	...	...	...	38	3,646	3,513	3,022
...	...	...	...	...	...	17	1,424	1,413	1,096
...	...	...	...	...	...	**68**	**6,679**	**6,433**	**5,360**
9,857	**7,673**	**29**	**2,996**	**2,885**	**2,022**	**998**	**87,779**	**86,009**	**67,549**
8,242	5,764	47	4,650	4,503	3,150	2,686	1,25,721	1,19,985	95,942
297	222	509	15,479	14,599	10,518	23,663	6,79,544	6,52,147	5,24,610
8,539	**5,986**	**556**	**20,129**	**19.102**	**13,668**	**26,349**	**8,05 265**	**7,72,132**	**6 20,552**
53	53	2	124	121	70	212	10,738	9,889	7,502
...	...	20	621	610	452	2,606	56,890	53,278	41,021
53	**53**	**22**	**745**	**731**	**522**	**2,818**	**67,623**	**63,167**	**48.523**
8,592	**6,039**	**578**	**20,874**	**19.833**	**14,190**	**29,167**	**8,72,893**	**8,35,299**	**6,69,075**
...	...	...	...	...	...	6	231	239	210
...	...	...	...	...	...	18	318	283	235
...	...	...	...	...	...	1	107	70	75
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	1	27	19	14
172	129	1	21	20	14	41	1,376	1,343	1,101
...	...	...	...	...	...	3	181	182	167
...	...	...	...	...	...	1	3	2	1
...	...	...	...	...	...	3	143	105	79
...	...	...	...	...	...	...	...	...	...
...	...	12	168	148	104	1,558	38,766	35,527	29,884
172	**129**	**13**	**189**	**168**	**118**	**1,632**	**41,152**	**37,770**	**31,766**
18,697	**13,906**	**620**	**24,059**	**22,886**	**16,330**	**31,806**	**10,03,879**	**9,61,010**	**7,70,021**

EDUCATION GENERAL

Return of Schools and Scholars in Bengal

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS. Under Private Management—concld. Unaided. Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand Total of Institutions.	Grand Total of Scholars on the 31st of March.
	18	19	20	21	22	23
UNIVERSITY EDUCATION.						
Arts Colleges—						
English	15	1,992	1,949	1,508	34	5,493
Colleges for Professional Training—						
Law	7	1,156	1,141	677	12	1,209
Medicine	...	...	...	...	1	444
Engineering	...	...	...	...	1	340
Agriculture	...	...	...	...	1	13
Total of Colleges ...	**22**	**3,148**	**3,090**	**2,185**	**49**	**7,499**
SCHOOL EDUCATION. (General.)						
Secondary Schools—						
For Boys: High Schools ... English ...	158	36,513	35,876	27,225	397	80,150
For Boys: Middle Schools: English ...	111	6,785	6,714	5,127	666	47,286
For Boys: Middle Schools: Vernacular ...	40	2,627	2,559	2,131	406	24,538
Total for Boys' Schools ...	**309**	**45,925**	**45,149**	**34,483**	**1,469**	**1,51,974**
For Girls: High Schools ... English ...	1	53	60	56	15	1,861
For Girls: Middle Schools ... English ...	1	32	22	18	40	3,790
For Girls: Middle Schools ... Vernacular ...	...	...	...	...	17	1,424
Total for Girls' Schools ...	**2**	**85**	**82**	**74**	**72**	**7,075**
Total of Secondary Schools for Boys & Girls	**311**	**46,010**	**45,231**	**34,557**	**1,541**	**1,59,049**
Primary Schools—						
For Boys: Upper Primary	79	3,824	3,454	2,837	3,094	1,49,756
For Boys: Lower Primary	6,681	1,38,297	1,24,286	1,05,036	30,866	8,33,912
Total Primary Schools for Boys ...	**6,760**	**1,42,121**	**1,27,740**	**1,07,873**	**33,960**	**9,83,668**
For Girls: Upper Primary	6	353	338	295	227	11,718
For Girls: Lower Primary	529	9,003	8,203	6,691	3,157	66,538
Total Primary Schools for Girls ...	**535**	**9,356**	**8,541**	**6,986**	**3,384**	**78,256**
Total of Primary Schools for Boys and Girls	**7,295**	**1,51,477**	**1,36,281**	**1,14,859**	**37,344**	**10,61,924**
SCHOOL EDUCATON. (Special.)						
Schools for Special Instruction—						
Training Schools—						
(a) For Masters	1	5	6	5	212	3,140
(b) For Mistresses	1	12	11	11	20	345
Schools of Art	2	163	155	148	4	524
Law Schools	...	...	...	...	...	...
Medical Schools	5	951	992	712	8	1,296
Engineering or Surveying Schools ...	...	...	...	...	3	259
Industrial Schools	15	525	495	380	66	2,189
Commercial Schools	2	87	77	66	6	406
Agricultural Schools	1	6	6	6	2	9
Other Schools ... Madrasahs	14	936	836	721	20	1,713
Other Schools ... Reformatory Schools ...	...	...	...	...	2	415
Other Schools ... Miscellaneous Schools ...	574	10,469	9,737	8,195	2,151	49,773
Total ...	**615**	**13,154**	**12,315**	**10,244**	**2,494**	**60,069**
Total of Schools of Public Instruction ...	**8,243**	**2,13,789**	**1,96,917**	**1,61,845**	**41,428**	**12,88,541**

TABLE III.

for the official year 1907-1908.

NUMBER OF SCHOLARS ON THE 31st OF MARCH LEARNING—									Number of Girls in Boys' Schools.	Number of Boys in Girls School.
English.			A classical language.			A vernacular language.				
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
24	25	26	27	28	29	30	31	32	33	34
5,192	38	5,230	2,991	11	3,002	1,808	25	1,833	3	...
1,209	...	1,209	...	...	...	...	...	...	...	...
424	20	444	...	...	...	...	...	...	20	...
340	...	340	...	...	...	...	...	...	...	...
13	...	13	...	...	...	...	...	...	...	...
7,178	58	7,236	2,991	11	3,002	1,808	25	1,833	23	...
73,758	...	73,758	36,978	...	36,978	61,427	3	61,430	3	...
23,537	21	23,558	626	6	632	45,747	157	45,904	177	...
3,451	1	3,452	30	...	30	24,362	176	24,538	176	...
1,00,746	22	1,00,768	37,634	6	37,640	1,31,536	336	1,31,872	356	...
223	1,127	1,350	29	549	578	42	763	805	...	233
482	2,405	2,887	109	645	754	120	1,332	1,452	...	574
...	57	57	...	...	...	46	1,378	1,424	...	46
705	3,589	4,294	138	1,194	1,332	208	3,473	3,681	...	853
1,01,451	3 611	1,05,062	37,772	1,200	38,972	1,31,744	3,809	1,35.553	356	853
238	144	382	111	6	117	1,43,876	5,557	1,49,433	5,688	...
131	...	131	1,996	49	2,045	7,87,315	46,498	8,33,813	46,510	...
369	144	513	2,107	55	2,162	9.31,191	52,055	9,83,246	52,198	...
376	689	1,065	8	39	47	331	10,363	10,694	...	705
38	84	122	...	327	327	1,910	64,543	66,453	...	1,946
414	773	1,187	8	366	374	2,241	74,906	77,147	...	2,651
783	917	1,700	2 115	421	2,536	9,33,432	1,26,961	10,60.393	52,198	2,651
69	...	69	229	...	229	3,072	54	3,126	54	...
17	80	97	...	2	2	17	302	319	...	17
523	1	524	...	...	...	...	...	...	1	...
...	...	...	...	...	...	...	...	...	...	...
726	2	728	...	...	...	608	12	620	14	...
201	...	201	...	...	...	58	...	58	...	...
351	...	351	47	...	47	1,131	809	1,940	31	24
264	67	331	...	...	...	75	...	75	...	...
...	...	...	...	...	...	9	...	9	...	...
190	...	190	1,660	13	1,673	285	13	298	13	...
15	...	15	...	...	...	400	...	400	...	...
559	35	594	25,293	2,175	27,468	32,397	5,835	38,232	3,159	21
2,915	185	3,100	27,229	2,190	29,419	38,052	7,025	45,077	3,272	62
1,12,327	4,771	1,17,098	70,107	3,822	73,929	11,05,036	1,37,820	12,42,856	55,849	3,566

	Grand Total of Institutions.	Grand Total of Scholars on the 31st of March.	NUMBER OF SCHOLARS ON THE 31st OF MARCH LEARNING—									Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.
			ENGLISH.			A CLASSICAL LANGUAGE.			A VERNACULAR LANGUAGE.				
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
1	22	23	24	25	26	27	28	29	30	31	32	33	34
PRIVATE INSTITUTIONS.													
1. *Advanced, teaching—*													
(a) Arabic or Persian	628	8,015	20	...	20	7,496	428	7,924	1,082	51	1,133	462	...
(b) Sanskrit	655	6,187	...	...	...	6,187	...	6,187	...	...	...	...	...
(c) Any other Oriental Classsic ...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. *Elementary, teaching a Vernacular only or mainly.* For Boys	2,231	22,032	8	...	8	72	...	72	21,356	625	21,981	625	...
" Girls	19	216	...	...	...	...	...	...	4	212	216	...	4
3. *Elementary, teaching the Koran.* For Boys	358	4,963	...	...	...	4,504	427	4,931	281	35	316	437	...
" Girls	35	516	...	...	...	33	483	516	6	94	100	...	33
4. *Other Schools not conforming to Departmental Standards.* For Boys	328	6,613	1,648	12	1,660	451	5	456	6,306	89	6,395	106	...
" Girls	17	1,107	...	...	...	...	476	476	...	1,072	1,072	...	...
Total ...	4,271	49,649	1,676	12	1,688	18,743	1,819	20,562	29,035	2,178	31,213	1,630	37
Grand Total for 1907-1908 ...	45,699	13,38,190	1,14,003	4,783	1,18,786	88,850	5,641	94,491	11,34,071	1,39,998	12,74,069	57,479	3,603

EDUCATION GENERAL TABLE IIIA.

Number of Scholars on the 31st March 1908, in Bengal, classified according to sex, race or creed.

		Europeans and Eurasians.	Native Christians.	Hindus. Brahmans.	Hindus. Non-Brahmans.	Muhammadans.	Buddhists.	Parsis.	Others.	Total.
UNIVERSITY EDUCATION.										
Arts Colleges.										
English ...	Male ...	25	51	1,669	3,590	309	7	1	3	5,455
	Female ...	2	11	...	24	...	...	...	1*	38
Colleges for Professional Training—										
Law ...	Male ...	4	...	419	739	43	3	1	...	1,209
	Female ...	...	...	...	...	...	...	...	...	...
Medicine ...	Male ...	59	3	119	234	7	1	1	...	424
	Female ...	16	4	...	...	...	...	...	...	20
Engineering ...	Male ...	45	1	123	166	5	...	...	...	340
	Female ...	...	...	...	...	...	...	...	...	...
Agriculture ...	Male ...	...	...	3	10	...	...	...	...	13
	Female ...	...	...	...	...	...	...	...	...	...
Total ...		151	70	2,333	4,563	364	11	3	4	7,499
SCHOOL EDUCATION. (General)										
Secondary Schools—										
For Boys—										
High School ...	Male ...	1,456	1,576	22,833	46,331	7,604	83	43	221	80,147
	Female ...	...	...	...	3	...	...	...	...	3
Middle Schools—										
English ...	Male ...	1,313	700	11,205	28,636	4,684	13	3	555	47,109
	Female ...	20	14	37	102	3	...	...	1	177
Vernacular ...	Male ...	...	376	5,263	15,453	2,808	...	...	462	24,362
	Female ...	...	...	29	142	5	...	...	...	176
For Girls—										
High School ...	Male ...	165	8	20	12	1	...	11	16	233
	Female ...	767	276	137	389	4	2	16	37	1,628
Middle Schools—										
English ...	Male ...	426	47	34	55	4	...	3	5	574
	Female ...	1,853	797	164	370	3	2	23	24	3,216
Vernacular ...	Male ...	...	2	...	44	...	...	...	...	46
	Female ...	...	547	220	592	10	...	...	9	1,378
Total ...		5,980	4,343	39,942	92,129	15 126	100	99	1,330	1,59,049
Primary Schools—										
For Boys ...	Male ...	272	7,247	1,00,365	6,56,334	1,28,803	271	3	38,175	9,31,470
	Female ...	144	1,179	9,240	37,510	3,175	16	1	933	52,198
For Girls ...	Male ...	385	297	347	1,365	207	18	1	31	2,651
	Female ...	666	3,376	15,698	49,308	5,905	38	1	613	75,605
Total ...		1,467	12,099	1,25,650	7,44,517	1,38,090	343	6	39,752	10,61,924
SCHOOL EDUCATION. (Special)										
Training Schools	Male ...	...	183	723	1,740	378	...	...	79	3,103
	Female ...	17	343	10	9	1	...	...	2	382
Schools of Art ...	Male ...	2	...	223	288	8	2	...	...	523
	Female ...	1	...	...	...	...	...	...	...	1
Law Schools ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...

* 1 Jew.

EDUCATION GENERAL TABLE IIIA.

Number of Scholars on the 31st March 1908, in Bengal, classified according to sex, race or creed—(concluded).

		Europeans and Eurasians.	Native Christians.	Hindus. Brahmans.	Hindus. Non-Brahmans.	Mahomedans.	Buddhists.	Parsis.	Others.	Total.
SCHOOL EDUCATION. (SPECIAL)—*concld.*										
Medical Schools	Male ...	10	27	355	736	149	3	2	...	1,282
	Female ...	...	11	...	3	...	...	...	...	14
Engineering or Surveying Schools.	Male ...	...	2	62	180	15	...	...	...	259
	Female ...	...	...	...	...	...	...	...	...	...
Industrial Schools.	Male ...	103	321	102	609	182	10	...	53	1,380
	Female ...	...	374	15	373	15	31	...	1	809
Commercial Schools.	Male ...	50	12	84	169	23	...	1	...	339
	Female ...	65	2	...	...	...	...	...	...	67
Agricultural Schools.	Male ...	...	6	...	3	...	...	...	...	9
	Female ...	...	...	...	...	...	...	...	...	...
Other Schools. Madrasas	Male ...	...	...	2	15	1,683	...	...	...	1,700
	Female ...	...	...	...	...	13	...	...	...	13
Reformatory Schools.	Male ...	4	7	11	255	132	...	...	6	415
	Female ...	...	...	...	...	...	...	...	...	...
Miscellaneous Schools.	Male ...	2	67	7,005	4,185	32,256	...	...	9	43,524
	Female ...	...	44	22	166	6,017	...	..	...	6,249
	Total ...	254	1,399	8,614	8,731	40,872	46	3	150	60,069
Total of Schools of Public Instruction.		7,852	17,911	1,76,539	3,49,940	1,94,452	500	111	41,236	12,88,541
PRIVATE INSTITUTIONS.										
1. *Advanced, teaching*—										
(a) Arabic or Persian.	Male ...	...	...	51	1,331	6,171	...	...	...	7,553
	Female ...	...	...	...	6	456	...	...	...	462
(b) Sanskrit	Male ...	...	...	6,044	143	...	...	...	...	6,187
	Female ...	...	...	...	...	...	...	...	...	...
(c) Any other Oriental Classic	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
2. *Elementary, teaching a Vernacular only or mainly*—										
For Boys ...	Male ...	...	3	2,006	16,962	2,312	...	...	124	21,407
	Female ...	...	...	73	530	16	...	...	6	625
For Girls ...	Male ...	...	...	1	3	...	...	...	...	4
	Female ...	...	9	38	90	75	...	...	...	212
3. *Elementary, teaching the Koran only*—										
For Boys ...	Male ...	...	...	...	6	4,520	...	...	...	4,526
	Female ...	...	...	...	...	437	...	...	...	437
For Girls ...	Male ...	...	...	...	...	33	...	...	...	33
	Female ...	...	...	...	...	483	...	...	...	483
4. *Other Schools not conforming to Departmental Standards*—										
For Boys ...	Male ...	...	341	1,169	4,048	713	60	...	176	6,507
	Female ...	2	8	6	65	9	9	...	7	106
For Girls ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	205	273	546	48	...	...	35	1,107
Total Scholars in Private Institutions.		2	566	9,661	23,730	15,273	69	...	348	49,649
Grand Total for 1907-1908.		7,854	18,477	1,86,200	8,73,670	2,09,725	569	111	41,584	13,38,190

EDUCATION—GENERAL TABLE IV.

GENERAL

Return of Expenditure on Public Instruction

OBJECTS OF EXPENDITURE.	PUBLIC								
	UNDER PUBLIC								
	Managed by Government.							Managed by	
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.
1	2	3	4	5	6	7	8	9	10
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION.									
Arts Colleges	2,88,114	...	...	1,41,159	...	2,596	4,31,869	2,222	1,200
Colleges for Professional Training—									
Law	...	...	...	3,386	...	...	3,386	...	...
Medicine	2,11,366	...	...	40,750	...	...	2,52,116	...	...
Engineering	2,12,071	...	...	18,559	...	17,415	2,48,045	...	...
Agriculture	12,392	...	...	601	...	...	12,993	...	...
Total for Professional Colleges ...	**4,35,829**	...	...	**63,296**	...	**17,415**	**5,16,540**	...	...
Total for Colleges ...	**7,23,943**	...	...	**2,04,455**	...	**20,011**	**9,48,409**	**2,222**	**1,200**
SCHOOL EDUCATION. (GENERAL)									
Secondary Schools—									
For Boys { High Schools ... English ...	2,04,581	...	...	2,09,058	3,229	5,124	4,21,992	4,155	400
For Boys { Middle ditto { English ...	38,532	...	...	9,933	449	...	48,914	...	14,981
For Boys { Middle ditto { Vernacular ...	8,127	...	372	2,043	257	58	10,857	...	39,511
Total for Secondary Schools for Boys ...	**2,51,240**	...	**372**	**2,21,034**	**3,935**	**5,182**	**4,81,763**	**4,155**	**54,892**
For Girls { High Schools ... English ...	12,293	...	...	4,290	...	...	16,583	...	...
For Girls { Middle ditto { English ...	13,003	...	...	7,502	...	...	20,505	...	...
For Girls { Middle ditto { Vernacular ...	...	...	...	...	...	...	...	...	...
Total for Secondary Schools for Girls ...	**25,296**	...	...	**11,792**	...	...	**37,033**	...	...
Total Secondary Schools both for Boys and Girls.	**2,76,536**	...	**372**	**2,32,826**	**3,935**	**5,182**	**5,18,851**	**4,155**	**54,892**
Primary Schools—									
For Boys { Upper Primary	37,686	229	143	3,332	6	82	41,478	...	26,640
For Boys { Lower Primary	248	21	...	28	...	...	297	...	...
Total for Primary Schools for Boys ...	**37,934**	**250**	**143**	**3,360**	**6**	**82**	**41,775**	...	**26,640**
For Girls { Upper Primary	3,133	...	...	...	...	...	3,133	...	...
For Girls { Lower Primary	12	21	...	...	...	...	33	...	...
Total for Primary Schools for Girls ...	**3,145**	**21**	...	...	...	...	**3,166**	...	...
Total Primary Schools for Boys and Girls	**41,079**	**271**	**143**	**3,360**	**6**	**82**	**44,941**	...	**26,640**
SCHOOL EDUCATION. (SPECIAL.)									
Training Schools for—									
(*a*) Masters	1,85,263	1,163	...	6,090	14	136	1,92,666	...	...
(*b*) Mistresses	5,514	...	...	...	...	...	5,514	...	...
Schools of Art	16,695	...	...	5,953	...	...	22,648	...	...
Law Schools	...	...	...	...	...	...	...	...	...
Medical Schools	99,405	...	...	9,928	...	502	1,09,835	...	...
Engineering and Surveying Schools ...	40,333	...	...	8,962	...	...	49,295	...	...
Technical and Industrial Schools ...	6,993	...	...	712	...	649	8,354	...	8,757
Commercial Schools	23,005	...	...	2,931	...	...	25,936	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	...
Other Schools { Reformatory Schools ...	68,749	...	...	...	...	3,753	72,502	...	...
Other Schools { Madrasahs	38,880	...	...	3,231	...	3,111	45,222	...	...
Other Schools { Miscellaneous Schools ...	2,567	...	...	119	...	364	3,050	...	...
Total ...	**4,87,404**	**1,163**	...	**37,926**	**14**	**8,515**	**5,35,022**	...	**8,757**
Total of Direct Expenditure ...	**15,28,962**	**1,434**	**515**	**4,78,567**	**3,955**	**33,790**	**20,47,223**	**6,377**	**91,489**

TABLE IV.

in Bengal for the official year 1907-1908.

INSTITUTIONS.

Management.												Under Private Management.		
District or Municipal Boards.					Maintained by Native States.							Aided by Government or by District or Municipal Boards.		
Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Native States Revenues.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,308	4,086	275	5,448	14,539	...	...	...	...	...	...	...	83,200	...	...
...	925	...	...	925	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	925	...	...	925	...	...	...	...	...	...	...	...	...	...
1,308	5,011	275	5,448	15,464	...	...	...	...	...	...	...	83,200	...	...
2,484	22,582	...	...	29,621	8,643	...	...	1,037	...	...	9,680	1,41,604	2,328	6,405
673	12,042	3,579	224	31,499	25,308	...	...	413	...	...	25,721	56,559	83,530	7,320
1,702	15,678	2,000	16	58,907	1,755	...	488	59	12	12	2,326	15,108	21,495	1,702
4,859	50,302	5,579	240	1,20,027	35,706	...	488	1,509	12	12	37,727	2,13,271	1,07,353	15,427
...	...	...	...	...	...	...	...	...	...	...	...	60,111	...	405
...	...	...	...	...	...	...	...	...	...	...	...	74,756	...	651
...	...	...	...	...	...	...	...	...	...	...	...	6,210	60	831
...	...	...	...	...	...	...	...	...	...	...	...	1,41,077	60	1,887
4,859	50,302	5,579	240	1,20,027	35,706	...	488	1,509	12	12	37,727	3,54,348	1,07,413	17,314
735	1,897	...	...	29,272	6,757	...	...	751	124	4	7,636	58,886	1,41,957	16,733
1,307	98	...	...	1,405	20,210	...	585	15,715	393	357	37,260	94,319	4,62,709	42,911
2,042	1,995	...	...	30,677	26,967	...	585	16.466	517	361	44,896	1,53.205	6,04,666	59,644
140	80	256	28	504	430	...	...	...	...	...	430	43,917	5,779	4,577
...	...	...	...	...	1,754	...	412	23	14	19	2,222	58,559	68,252	9,247
140	80	256	28	504	2,184	...	412	23	14	19	2,652	1,02,476	74,031	13,824
2,182	2,075	256	28	31,181	29,151	...	997	16.489	531	380	47,548	2,55,681	6,78,697	73,468
...	...	...	...	...	...	...	...	...	...	...	...	5,140	...	...
...	...	...	...	...	...	...	...	...	...	...	...	22,192	65	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	100
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	414	...	...
240	1,391	...	2,372	12,760	613	...	...	...	...	...	613	14,499	3,599	80
...	...	...	...	...	...	...	...	...	...	...	...	1,650	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	360	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	240	...	...
...	...	...	...	...	2,161	...	...	...	...	10	2,171	47,613	22,431	9,061
240	1,391	...	2,372	12,760	2,774	...	...	...	...	10	2,784	91,748	26,455	9,241
8,589	58,779	6,110	8,088	1,79,432	67,631	...	1,485	17,998	543	402	88,059	7,84,977	8,12,565	1,00,023

GENERAL

Return of Expenditure on Public Instruction

OBJECTS OF EXPENDITURE.	PUBLIC					
	UNDER PRIVATE					
	Aided by Government or by District or Municipal Boards.				Unaided.	
	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Fees, including fees paid from Mohsin Fund.	Subscriptions.
1	26	27	28	29	30	31
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION.						
Arts Colleges	85,872	22,426	46,613	2,38,111	70,233	38,970
Colleges for Professional Training—						
Law	...	...	...	...	40,507	1,127
Medicine	...	...	...	...	...	...
Engineering	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...
Total for Professional Colleges ...	...	...	...	...	**40,507**	**1,127**
Total for Colleges ...	**85,872**	**22,426**	**46,613**	**2,38,111**	**1,10,740**	**40,097**
SCHOOL EDUCATION. (GENERAL.)						
Secondary Schools—						
For Boys { High Schools ... English ...	4,85,145	1,03,488	81,337	8,20,307	6,09,045	55,597
For Boys { Middle ditto { English ...	2,16,178	1,11,243	36,064	5,10,894	27,336	29,545
For Boys { Middle ditto { Vernacular ...	47,409	29,839	5,115	1,20,668	6,457	6,391
Total for Secondary Schools for Boys ...	**7,48,732**	**2,44,570**	**1,22,516**	**14,51,869**	**6,42,838**	**91,533**
For Girls { High Schools ... English ...	93,779	8,479	19,955	1,82,729	...	...
For Girls { Middle ditto { English ..	78,280	56,047	27,044	2,36,778	121	210
For Girls { Middle ditto { Vernacular ...	1,301	9,655	6,025	24,082	...	...
Total for Secondary Schools for Girls ...	**1,73,360**	**74,181**	**53,024**	**4,43,589**	**121**	**210**
Total Secondary Schools both for Boys and Girls.	**9,22,092**	**3,18,751**	**1,75,540**	**18,95,458**	**6,42,959**	**91,743**
Primary Schools—						
For Boys { Upper Primary	2,15,718	58,022	33,985	5,25,301	4,831	6,197
For Boys { Lower Primary	10,04,761	98,934	1,64,443	18,68,077	2,24,688	19,706
Total for Primary Schools for Boys ...	**12,20,479**	**1,56,956**	**1,98,428**	**23,93,378**	**2,29,519**	**25,903**
For Girls { Upper Primary	14,687	35,710	28,717	1,33,387	254	32
For Girls { Lower Primary	7,074	44,730	32,711	2,20,573	949	3,869
Total for Primary Schools for Girls ...	**21,761**	**80,440**	**61,428**	**3,53,960**	**1,203**	**3,901**
Total Primary Schools for Boys and Girls	**12,42,240**	**2,37,396**	**2,59,856**	**27,47,338**	**2,30,722**	**29,804**
SCHOOL EDUCATION. (SPECIAL.)						
Training Schools—						
(*a*) Masters	...	8,023	7,057	20,220	...	59
(*b*) Mistresses	681	12,706	1,048	36,692	...	...
Schools of Art	1,032	3,296	...	4,428	540	360
Law Schools	...	...	...	...	...	...
Medical Schools	...	...	...	...	35,523	500
Engineering and Surveying Schools ...	6	...	...	420	...	...
Technical and Industrial Schools ...	3,962	15,470	20,855	58,465	450	3,916
Commercial Schools	5,226	111	333	7,320	4,320	...
Agricultural Schools	...	...	120	480	...	...
Other Schools { Reformatory Schools ...	...	...	...	...	...	...
Other Schools { Madrasahs	270	464	24	998	660	4,231
Other Schools { Miscellaneous Schools ...	40,277	26,664	52,890	1,98,936	8,834	17,125
Total ...	**51,454**	**66,734**	**82,327**	**3,27,959**	**50,327**	**26,191**
Total of Direct Expenditure ...	**23,01,658**	**6,45,307**	**5,64,336**	**52,08,866**	**10,34,748**	**1,87,835**

TABLE IV.

in Bengal for the official year 1907-1908.

INSTITUTIONS. Management. Unaided.		TOTAL EXPENDITURE FROM							GRAND TOTAL.
						All other sources.			
							Public.		
Endowments and other sources.	Total.	Provincial Revenue.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Private.	Native States Revenues.	Imperial contributions.	
32	33	34	35	36	37	38	39	40	41
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
88,574*	1,97,777	3,82,768	1,200	1,308	3,01,350	1,95,670	...	...	8,82,296
...	41,634	...	...	...	44,818	1,127	...	...	45,945
...	...	2,11,366	...	...	40,750	...	...	...	2,52,116
...	...	2,12,071	...	...	18,559	17,415	...	...	2,48,045
...	..	12,392	...	...	601	...	..	...	12,993
...	41,634	4,35,829	...	...	1,04,728	18,542	...	...	5,59,099
88,574*	2,39,411	8,18,597	1,200	1,308	4,06,078	2,14,212	...	...	14,41,395
1,17,375	7,82,017	3,50,340	2,728	8,889	13,26,867	3,66,150	8,643	...	20,63,617
8,905	65,786	95,091	98,511	7,993	2,65,902	1,90,009	25,308	...	6,82,814
4,048	16,896	23,235	61,006	4,264	71,646	1,47,748	1,755	..	2,09,654
1,30,328	8,64,699	4,68,666	1,62,245	21,146	16,64,415	6,03,907	35,706	...	29,56,085
...	...	72,404	...	405	98,069	28,434	...	...	1,99,312
...	331	87,759	...	651	85,903	83,301	...	...	2,57,614
...	...	6,210	60	831	1,301	15,680	...	...	24,082
...	331	1,66,373	60	1,887	1,85,273	1,27,415	...	...	4,81,008
1,30,328	8,65,030	6,35,039	1,62,305	23,033	18,49,688	7,31,322	35,706	...	34,37,093
1,577	12,605	96,572	1,68,826	17,611	2,26,529	91,738	15,016	...	6,16,292
28,861	2,73,255	94,567	4,62,730	44,803	12,45,290	3,05,572	27,332	...	21,80,294
30,438	2,85,860	1,91,139	6,31,556	62,414	14,71,819	3,97,310	42,348	...	27,96,586
355	641	47,050	5,779	4,717	15,021	64,533	995	...	1,38,095
2,638	7,456	58,571	68,273	9,659	8,046	81,093	4,642	...	2,30,284
2,993	8,097	1,05,621	74,052	14,376	23,067	1,45,626	5,637	...	3,68,379
33,431	2,93,957	2,96,760	7,05,608	76,790	14,94,886	5,42,936	47,985	...	31,64,965
...	59	1,90,403	1,163	...	6,090	15,256	33	...	2,12,945
187	187	27,706	65	...	681	13,941	...	...	42,393
2,809	3,709	16,695	...	100	7,525	6,465	...	...	30,785
...	...	...	...	...	...	...	...	...	...
350	36,373	99,405	...	...	45,451	1,352	...	...	1,46,208
...	...	40,747	...	.	8,968	...	...	...	49,715
12,032	16,398	21,492	12,356	320	6,515	55,294	613	...	96,590
...	4,320	24,655	...	...	12,477	444	...	...	37,576
504	504	...	360	...	...	624	...	...	984
...	...	68,749	...	...	...	3,753	...	...	72,502
14,199	19,090	39,120	...	...	4,161	22,029	...	...	65,310
15,267	41,226	50,180	22,431	9,061	49,230	1,10,489	3,992	...	2,45,383
45,348	1,21,866	5,79,152	36,375	9,481	1,41,098	2,29,647	4,638	...	10,00,391
2,97,681*	15,20,264	23,29,548	9,05,488	1,10,612	38,91,750	17,18,117	88,329	...	90,43,844

* Includes Rs. 9,232 spent from Provincial Revenues.

GENERAL

Return of Expenditure on Public Instruction

OBJECTS OF EXPENDITURE.	PUBLIC								
								UNDER PUBLIC	
	Managed by Government.							Managed by	
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.
1	2	3	4	5	6	7	8	9	10
INDIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Building	3,96,526	101	...	...	47,437	...	4,44,064	...	9,072
Furniture and Apparatus (Special Grants only).	32,004	54	...	...	...	...	32,058	...	2,451
Total ...	4,28,530	155	...	...	47,437	...	4,76,122	...	11,523
University	...	...	...	...	...	...	..	...	...
Direction	...	...	...	...	...	...	...	...	...
Inspection	...	..	...	...	...	...	...	...	...
Scholarships or stipends held in: Arts Colleges	...	...	...	...	...	...	...	...	...
Medical Colleges ...	...	...	...	...	...	...	...	...	...
Other Professional Colleges	...	...	...	...	...	...	...	...	...
Secondary Schools ...	...	...	...	...	...	...	...	...	...
Primary Schools ...	...	...	...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools.	...	...	...	...	...	...	...	...	...
Other Special Schools ...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...
Miscellaneous—									
Hostel (Boarding) charges	...	...	...	...	...	...	...	...	...
Charges for abolished schools ...	...	...	...	...	...	...	...	...	...
Charges for conducting examinations ...	...	..	...	...	...	...	...	...	...
Stipends, prizes and rewards to unrecognised Tols.	...	..	...	...	...	...	...	...	...
Stipends, prizes and rewards to Maktabs ...	...	...	...	...	...	...	...	...	...
Payments to other private schools ...	...	...	...	...	...	...	...	...	...
Contingencies and miscellaneous ..	...	...	...	...	...	...	...	...	...
Total Miscellaneous charges ...	...	...	...	...	...	...	...	...	...
Total of Indirect Expenditure ...	4,28,530	155	...	...	47,437	...	4,76,122	6,377	11,523
Total Expenditure on Public Instruction in 1907-1908.	19,57,492	1,589	515	4,78,567	51,392	33,790	25,23,345	6,377	1,03,012

TABLE IV.

in Bengal for the official year 1907-1908.

INSTITUTIONS.														
MANAGEMENT.												UNDER PRIVATE MANAGEMENT.		
District or Municipal Boards.					Maintained by Native States.							Aided by Government or by District or Municipal Boards.		
Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Native States Revenues.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,267	...	10	611	10,960	18,789	...	4,032	...	4,528	512	27,861	84,938	9,937	1,899
228	...	...	15	2,694	3,769	...	35	...	402	262	4,468	51,120	2,730	645
1,495	...	10	626	13,654	22,558	...	4,067	...	4,930	774	32,329	1,36,058	12,667	2,544
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1,495	...	10	626	13,654	22,558	...	4,067	...	4,930	774	32,329	1,36,058	12,667	2,544
10,084	58,779	6,120	8,714	1,93,086	90,189	...	5,552	17,998	5,473	1,176	1,20,388	9,21,035	8,25,232	1,02,567

GENERAL

Return of Expenditure on Public Instruction

OBJECTS OF EXPENDITURE.	PUBLIC					
	UNDER PRIVATE					
	Aided by Government or by District or Municipal Boards.				Unaided.	
	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Fees, including fees paid from Mohsin Fund.	Subscriptions.
1	26	27	28	29	30	31
INDIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Building	12,437	11,529	50,837	1,71,577	1,139	118
Furniture and Apparatus (Special Grants only).	7,593	6,079	13,470	81,637	3,110	712
Total ...	20,030	17,608	64,307	2,53,214	4,249	830
University	...	...	...	...	...	...
Direction	...	...	...	...	...	...
Inspection	...	...	...	...	...	...
Scholarships or stipends held in: Arts Colleges	...	...	...	...	...	...
Medical Colleges ...	...	...	..	...	...	...
Other Professional Colleges	...	...	...	...	...	...
Secondary Schools ...	...	...	...	...	...	...
Primary Schools ...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	...	...
Technical and Industrial Schools.	...	...	...	...	...	...
Other Special Schools ...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...
Miscellaneous—						
Hostel (Boarding) charges ...	...	...	...	...	...	...
Charges for abolished schools ...	...	...	...	...	...	...
Charges for conducting examinations ...	...	...	...	...	...	...
Stipends, prizes and rewards to unrecognised Tols.	...	...	...	...	...	...
Stipends, prizes and rewards to Maktabs	...	...	...	...	...	...
Payments to other private schools ...	...	...	...	...	...	...
Contingencies and miscellaneous ...	...	...	...	...	...	...
Total Miscellaneous charges ...	...	...	...	...	...	...
Total of Indirect Expenditure ...	20,030	17,608	64,307	2,53,214	4,249	830
Total Expenditure on Public Instruction in 1907-1908.	23,21,688	6,62,915	6,28,643	54,62,080	10,38,997	1,88,665

TABLE IV.

in Bengal for the official year 1907-1908.

INSTITUTIONS.		TOTAL EXPENDITURE FROM—							GRAND TOTAL.
MANAGEMENT.									
Unaided.						All other sources.			
							Public.		
Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Private.	Native States Revenues.	Imperial contributions.	
32	33	34	35	36	37	38	39	40	41
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
83,620	84,877	4,81,464	19,110	7,198	13,576	1,98,926	19,065	...	7,39,339
16,130	19,952	92,356	5,235	908	10,703	27,741	3,866	...	1,40,809
99,750	**1,04,829**	**5,73,820**	**24,345**	**8,106**	**24,279**	**2,26,667**	**22,931**	...	**8,80,148**
...	...	80,000	...	...	70,124	...	...	...	1,50,124
...	...	1,20,889	...	...	...	...	...	...	1,20,889
...	...	6,04,328	87,837	2,966	...	617	12,424	...	7,08,172
...	...	75,793	28	...	...	21,236	...	...	97,057
...	...	5,897	215	...	...	5,981	...	...	12,093
...	...	27,167	2,003	215	...	...	...	...	29,385
...	...	52,780	16,375	131	919	2,006	4,305	...	76,516
...	...	3,195	14,935	...	3	139	676	...	18,948
...	...	8,172	694	...	48	626	...	...	9,540
...	...	5,170	4,028	125	...	293	...	...	9,625
...	...	3,732	1,191	...	...	1,474	297	...	6,694
...	...	**9,87,132**	**1,27,306**	**3,437**	**71,094**	**32,372**	**17,702**	...	**12,39,043**
...	...	1,90,184	9	1,294	5,56,666	3,51,754	255	...	11,00,162
...	...	4,963	23,399	1,068	...	...	362	...	29,792
...	...	8,631	534	...	3,425	1,862	74	...	14,526
...	...	...	35	277	...	...	6	...	318
...	...	854	150	501	...	60	...	...	1,565
...	...	568	...	3,008	...	763	319	...	4,658
...	...	42,092	37,406	2,701	84,253	72,156	3,563	...	2,42,171
...	...	**2,47,292**	**61,533**	**8,849**	**6,44,344**	**4,26,595**	**4,579**	...	**13,93,192**
99,750	**1,04,829**	**18,08,244**	**2,13,184**	**20,392**	**7,39,717**	**6,85,634**	**45,212**	...	**35,12,383**
3,97,431*	**16,25,093**	**41,37,792**	**11,18,672**	**1,31,004**	**46,31,467**	**24,03,751**	**1,33,541**	...	**1,25,56,227**

* Includes Rs. 9,232 spent from Provincial Revenues.

GENERAL

Return of the Stages of Instruction of Pupils in Public Schools for Secondary Education

Class of School.		Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination, or an Examination of an equivalent standard. 1			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage. 2		
				Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS.									
For Boys.									
Government	English ...	43	10,382	5,504	...	5,504	2,155	...	2,155
	Vernacular ...	18	1,199	...	...	...	207	...	207
District Fund	English ...	32	2,717	289	...	289	543	...	543
	Vernacular ...	101	6,493	...	...	...	1,205	2	1,207
Municipal ...	English ...	5	991	322	...	322	232	...	232
	Vernacular ...	2	171	...	...	...	38	...	38
Native States	English ...	23	2,535	217	...	217	406	...	406
	Vernacular ...	6	461	...	...	...	50	1	51
Aided ...	English ...	691	67,513	12,717	...	12,717	15,080	4	15,084
	Vernacular ...	239	13,587	...	...	...	1,869	1	1,870
Unaided ...	English ...	269	43,298	13,866	...	13,866	10,797	...	10,797
	Vernacular ...	40	2,627	...	...	...	391	...	391
Total ...		**1,469**	**1,51,974**	**32,915**	...	**32,915**	**32,973**	**8**	**32,981**
For Girls.									
Government	English ...	2	311	...	61	61	...	94	94
	Vernacular ...	...	...	...	...	...	...	...	...
District Fund	English ...	...	...	...	...	...	...	...	...
	Vernacular ...	...	...	...	...	...	...	...	...
Municipal ...	English ...	...	...	...	...	...	...	...	...
	Vernacular ...	...	...	...	...	...	...	...	...
Native States	English ...	...	...	...	...	...	...	...	...
	Vernacular ...	...	...	...	...	...	...	...	...
Aided ...	English ...	51	5,255	13	189	202	64	859	923
	Vernacular ...	17	1,424	...	...	...	4	84	88
Unaided ...	English ...	2	85	...	10	10	...	11	11
	Vernacular ...	...	...	...	...	...	...	...	...
Total ...		**72**	**7,075**	**13**	**260**	**273**	**68**	**1,048**	**1,116**
Total, Secondary Schools for Boys and Girls.		**1,541**	**1,59,049**	**32,928**	**260**	**33,188**	**33,041**	**1,056**	**34,097**
PRIMARY SCHOOLS.									
For Boys.									
Government		193	7,694	...	...	...	...	...	...
District Fund		95	7,992	...	...	...	...	...	...
Municipal		7	467	...	...	...	...	...	...
Native States		556	20,129	...	...	...	4	...	4
Aided		26,349	8,05,265	...	...	...	34	19	53
Unaided		6,760	1,42,121	...	...	...	1	...	1
Total ...		**33,960**	**9,83,668**	...	...	...	**39**	**19**	**58**
For Girls.									
Government		8	460	...	...	...	...	...	...
District Fund		...	...	...	...	...	...	...	...
Municipal		1	67	...	...	...	...	...	...
Native States		22	745	...	...	...	...	...	...
Aided		2,818	67,628	...	...	...	8	37	45
Unaided		535	9,356	...	...	...	...	...	...
Total ...		**3,384**	**78,256**	...	...	...	**8**	**37**	**45**
Total Primary Schools for Boys and Girls.		**37,344**	**10,61,924**	...	...	...	**47**	**56**	**103**
Grand Total ...		**38,885**	**12,20,073**	**32,928**	**260**	**33,188**	**33,088**	**1,112**	**34,200**

TABLE V.

in Bengal at the end of the official year 1907-08.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading printed books.			Not reading printed books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1,948	...	1,948	727	...	727	48	...	48	10,382	...	10,382
276	...	276	508	2	510	206	...	206	1,197	2	1,199
702	...	702	1,010	14	1,024	159	...	159	2,703	14	2,717
1,317	...	1,317	3,003	12	3,015	940	14	954	6,465	28	6,493
211	...	211	218	...	218	8	...	8	991	...	991
25	...	25	88	...	88	20	...	20	171	...	171
631	...	631	960	6	966	309	6	315	2,523	12	2,535
87	1	88	230	3	233	80	9	89	447	14	461
17,868	13	17,881	18,818	66	18,884	2,905	42	2,947	67,388	125	67,513
2,975	2	2,977	6,522	61	6,583	2,106	51	2,157	13,472	115	13,587
9,409	...	9,409	8,208	13	8,221	989	16	1,005	43,269	29	43,298
615	...	615	1,171	11	1,182	433	6	439	2,610	17	2,627
36,064	**16**	**36,080**	**41,463**	**188**	**41,651**	**8,203**	**144**	**8,347**	**1,51,618**	**356**	**1,51,974**
...	82	82	...	74	74	...	...	...	...	311	311
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	5,255
88	1,023	1,111	593	2,148	2,741	44	234	278	802	4,453	1,424
12	182	194	30	794	824	...	318	318	46	1,378	85
1	27	28	2	24	26	2	8	10	5	80	
...	...	...	...	...	...	...	...	...	...	...	...
101	**1,314**	**1,415**	**625**	**3,040**	**3,665**	**46**	**560**	**606**	**853**	**6,222**	**7,075**
36,165	**1,330**	**37,495**	**42,088**	**3,228**	**45,316**	**8,249**	**704**	**8,953**	**1,52,471**	**6,578**	**1,59,049**
1,232	1	1,233	4,806	20	4,826	1,617	18	1,635	7,655	39	7,694
1,601	76	1,677	3,243	317	3,560	2,344	411	2,755	7,188	804	7,992
16	...	16	260	4	264	174	13	187	450	17	467
731	37	768	10,541	709	11,250	7,233	874	8,107	18,509	1,620	20,129
19,656	77	19,733	4,75,445	15,654	4,91,099	2,68,501	25,879	2,94,380	7,63,636	41,629	8,05,265
731	2	733	72,208	2,310	74,518	61,092	5,777	66,869	1,34,032	8,089	1,42,121
23,967	**193**	**24,160**	**5,66,503**	**19,014**	**5,85,517**	**3,40,961**	**32,972**	**3,73,933**	**9,31,470**	**52,198**	**9,83,668**
...	66	66	...	205	205	...	189	189	...	460	460
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	22	22	...	45	45	...	67	67
...	8	8	8	313	321	12	404	416	20	725	745
56	910	966	1,517	34,254	35,771	850	29,991	30,841	2,431	65,192	67,623
...	47	47	118	3,885	4,003	82	5,229	5,311	200	9,161	9,361
56	**1,031**	**1,087**	**1,643**	**38,679**	**40,322**	**944**	**35,858**	**36,802**	**2,651**	**75,605**	**78,256**
24,023	**1,224**	**25,247**	**5,68,146**	**57,693**	**6,25,839**	**3,41,905**	**68,830**	**4,10,735**	**9,34,121**	**1,27,803**	**10,61,924**
60,188	**2,554**	**62,742**	**6,10,234**	**60,921**	**6,71,155**	**3,50,154**	**69,534**	**4,19,688**	**10,86,592**	**1,34,381**	**12,20,973**

GENERAL

Return showing the Results of the Prescribed Examinations in

Nature of Examination.		Number of Institutions sending Examiners.				Number of Examiners.				
		Institutions under public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under public management.	Aided Institutions.	Other Institutions.	Private candidates.	Total.
1		2	3	4	5	6	7	8	9	10
I.—ARTS COLLEGES.										
1. Master of Arts		6	5	2	13	126	46	20	46	238
2. Bachelor of Arts		6	7	7	20	322	534	519	115	1,490
3. Bachelor of Science		1	.....	...	1	37	.....	...	...	37
4. First Examination in Arts ...		10	9	14	33	333	537	706	45	1,621
II.—COLLEGES FOR PROFESSIONAL TRAINING.										
(*a*) Law—										
1. Honours in Law		...	.....	...	.....	...	.....	...	...	.....
2. Bachelor of Law		5	2	5	12	42	92	313	...	447
(*b*) Medicine—										
1. Preliminary Scientific L. M. S.	Boys ...	...	.....	...	.....	...	.....	...	...	.....
	Girls ...	...	.....	...	.....	...	.....	...	...	.....
2. First L. M. S.	Boys ...	1	.....	...	1	64	.....	...	...	64
	Girls ...	...	.....	...	.....	...	.....	...	...	.....
3. Combined Preliminary Scientific and first L.M.S.	Boys ...	...	.....	...	.....	...	.....	...	...	.....
	Girls ...	...	.....	...	.....	...	.....	...	...	.....
4. Second L. M. S. and re-examinations	Boys ...	1	.....	...	1	114	.....	...	...	114
	Girls ..	...	.....	...	.....	...	.....	...	...	.....
5. Preliminary Scientific M. B.	Boys ...	1	.....	...	1	187	.....	...	...	187
	Girls ...	...	.....	...	.....	9	.....	...	...	9
6. First M. B.	Boys ...	1	.....	...	1	10	.....	...	...	10
	Girls ...	...	.....	...	.....	...	.....	...	...	.....
7. Combined Preliminary Scientific and first M.B.	Boys ...	1	.....	...	1	41	.....	...	...	41
	Girls ...	...	.....	...	.....	...	.....	...	...	.....
8. Second M. B.	Boys ...	1	.....	...	1	7	.....	...	...	7
	Girls ...	...	.....	...	.....	...	.....	...	...	.....
9. Honours in Medicine	Boys ...	...	.....	...	.....	...	.....	...	...	.....
	Girls ...	..	.....	...	.....	...	.....	...	...	.....
10. Doctor in Medicine	Boys ...	...	.....	...	.....	...	.....	...	...	.....
	Girls ...	...	.....	...	.....	...	.....	...	...	.....
(*c*) Engineering—										
1. B. E.		1	.....	...	1	19	.....	...	...	19
2. First examinations in Engineering		1	.....	...	1	25	.....	...	...	25
(*d*) Agriculture—										
1. Higher class examination ...		1	.....	...	1	10	.....	...	...	10
III.—SCHOOLS FOR GENERAL EDUCATION.										
1. Matriculation	Boys ...	42	185	144	371	828	1,243	1,694	53	3,818
	Girls ...	1	5	1	7	8	15	1	...	24
2. B class examination		2	1	...	3	8	2	...	...	10
3. C Ditto		1	.....	...	1	18	.....	...	...	18
4. High School Honours Examination.	Boys ...	...	.....	...	.....	...	.....	...	...	.....
	Girls ...	...	.....	...	.....	...	.....	...	...	.....
5. High School Examination for Europeans.	Boys ...	...	4	...	4	...	15	...	...	15
	Girls ...	1	4	...	5	7	7	...	...	14
6. Middle School Examination.	Boys ...	210	863	231	1,304	1,925	6,093	2,443	...	10,461
	Girls ...	2	51	...	53	14	183	...	...	197
7. Upper Primary Examination.	Boys ..	403	2,957	279	3,639	3,122	13,563	3,051	...	19,736
	Girls ...	7	111	1	119	48	428	4	...	480
8. Lower Primary Examination.	Boys ...	400	15,093	1,008	16,501	3,181	47,800	4,498	...	55,479
	Girls ...	7	727	17	751	61	1,804	28	...	1,893
IV.—SCHOOLS FOR SPECIAL INSTRUCTION.										
1. Training School examination for masters.	English ...	...	.....	...	.....	...	.....	...	2	2
	Vernacular	5	1	...	6	358	17	...	50	425
2. School of Arts Examination.	Boys ...	1	.....	...	1	...	.....	...	...	.....
	Girls ...	...	.....	...	.....	...	.....	...	...	.....
3. Vernacular Medical Examination ...		3	.....	...	3	107	.....	...	...	107
4. Overseer Examination ...		2	.....	...	2	48	.....	...	...	48
5. Sub-overseer Examination ...		3	3	...	6	55	48	...	...	103
6. Amin class final Examination ...		2	.....	...	2	92	.....	...	...	92
7. Survey final Examination ...		1	.....	...	1	49	.....	...	...	49
8. Accounts Examination ...		...	.....	...	.....	...	.....	...	184	184
9. Sanskrit title Examination ...		1	65		66	11	290		...	301
10. „ second Examination ...		1	245		246	17	1,433		...	1,450
11. „ first Examination ...		1	414		413	5	2,478		...	2,483
12. Madrasa Central Examination ...		2	1		3	116	5		...	121

TABLE VI.

Bengal for the official year 1907-1908.

Number passed.					Race or creed of passed Scholars.								Remarks.
Institutions under public management.	Aided Institutions.	Other Institutions.	Private candidates.	Total.	Europeans and Eurasians.	Native Christians.	Hindus. Brahmins.	Hindus. Non-Brahmins.	Mohammedans.	Buddhists.	Parsees.	Others.	
11	12	13	14	15	16	17	18	19	20	21	22	23	24
62	7	2	21	92	...	...	32	54	5	1	...	.....	.....
147	214	172	30	563	6	3	180	345	29	...	...	.....	.....
21	...	...	...	21	...	...	9	12	.....	...	...	.....	.....
178	215	270	8	671	1	14	243	385	28	...	...	.....	.....
.....	...	...	...	.....	...	...	.....	.....	.....	...	...	.....	.....
13	35	162	...	210	...	...	79	126	4	1	..	.....	.....
.....	...	...	...	.....	...	...	.....	.....	.....	...	...	.....	.....
.....	...	...	...	.....	...	...	.....	.....	.....	...	...	.....	.....
35	...	...	...	35	...	...	18	16	1	...	...	.....	.....
.....	...	...	...	.....	...	...	.....	.....	.....	...	...	.....	.....
.....	...	...	...	.....	...	...	.....	.....	.....	...	...	.....	.....
.....	...	...	...	.....	...	...	.....	.....	.....	...	...	.....	.....
67	...	...	..	67	...	1	30	32	4	...	...	.....	.....
.....	...	...	...	.....	...	...	.....	.....	.....	...	...	.....	.....
145	...	...	...	145	...	1	81	59	2	1	1	.....	.....
5	...	..	...	5	4	1	.....	.....	.....	...	...	.....	.....
10	...	...	...	10	...	...	6	4	.....	...	...	.....	.....
.....	...	...	...	.....	...	...	.....	.....	.....	...	...	.....	.....
10	...	...	...	10	...	...	6	4	.....	...	...	.....	.....
.....	...	...	...	.....	...	...	.....	.....	.....	...	...	.....	.....
2	...	...	...	2	...	...	2	.....	.....	...	...	.....	.....
.....	...	...	...	.....	...	...	.....	.....	.....	...	...	.....	.....
.....	...	...	...	.....	...	...	.....	.....	.....	...	...	.....	.....
.....	...	...	...	.....	...	...	.....	.....	.....	...	...	.....	.....
.....	...	...	...	.....	...	...	.....	.....	.....	...	...	.....	.....
.....	...	...	...	.....	...	...	.....	.....	.....	...	...	.....	.....
11	...	...	...	11	...	...	5	6	.....	...	...	.....	.....
11	...	...	...	11	...	...	6	5	.....	...	...	.....	.....
7	...	...	...	7	...	...	1	6	.....	...	...	.....	.....
601	759	878	34	2,272	...	16	828	1,261	162	3	...	2	.....
8	12	...	...	20	...	9	2	8	1	...	...	.....	.....
7	...	...	...	7	...	...	.....	7	.....	...	...	.....	.....
9	...	...	...	9	...	...	.....	6	3	...	...	.....	.....
.....	...	...	...	.....	...	...	.....	.....	.....	...	...	.....	.....
.....	...	...	...	.....	...	...	.....	.....	.....	...	...	.....	.....
.....	9	...	...	9	9	...	.....	.....	.....	...	...	.....	.....
4	5	...	...	9	9	...	.....	.....	.....	...	...	.....	.....
1,550	4,542	1,912	...	8,004	21	169	2,285	4,706	774	8	...	41	.....
10	114	...	...	124	16	71	10	27	.....	...	...	.....	.....
2,372	9,731	2,374	..	14,477	10	318	3,723	8,785	1,472	6	...	163	.....
38	284	4	...	326	11	169	38	107	1	...	...	.....	.....
2,501	33,818	3,273	...	39,592	2	529	7,009	26,213	5,043	4	...	792	.....
53	1,146	17	...	1,216	1	300	260	618	34	...	...	3	.....
.....	...	...	2	2	...	...	1	1	.....	...	...	.....	.....
209	11	...	9	229	...	9	76	124	20	...	...	.....	.....
.....	...	...	...	.....	...	...	.....	.....	.....	...	...	.....	.....
.....	...	...	...	.....	...	...	.....	.....	.....	...	...	.....	.....
80	...	...	...	80	...	5	20	44	9	1	...	1	.....
40	...	...	...	40	...	6	.....	34	.....	...	...	.....	.....
38	30	...	...	68	...	8	.....	60	.....	...	...	.....	.....
62	...	...	...	62	...	...	13	43	6	...	...	.....	.....
36	...	...	...	36	...	...	11	25	.....	...	...	.....	.....
.....	...	...	47	47	...	5	.....	41	1	...	...	.....	.....
5	97		...	102	...	...	94	8	.....	...	...	.....	.....
8	387		...	395	...	...	370	25	.....	...	...	.....	.....
3	837		...	840	...	...	743	97	.....	...	...	.....	.....
90	5		...	95	...	...	.....	.....	95	...	...	.....	.....

GENERAL

Return showing the Distribution of District Board and Municipal Expenditure on Public

OBJECTS OF EXPENDITURE.	EXPENDITURE OF DISTRICT BOARDS — In Institutions managed by					
	Number of Institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial revenues.	District Funds.
1	2	3	4	5	6	7
DIRECT EXPENDITURE.					Rs.	Rs.
UNIVERSITY EDN. — Arts Colleges	1	19	15	14	...	1,200
Professional Colleges ...	...	...	...	...	...	...
Total for Collegiate Education ...	1	19	15	14	...	1,200
SCHOOL EDUCATION, GENERAL — *Secondary Schools.* For Boys — High Schools — English ...	1	479	436	333	...	150
Middle ditto — English ...	31	2,238	2,091	1,662	...	14,741
Middle ditto — Vernacular...	101	6,493	6,178	4,796	...	39,511
Total of Secondary Schools for boys	133	9,210	8,705	6,791	...	54,402
For Girls — High Schools — English ...	...	...	...	...	...	...
Middle ditto — English ...	...	...	...	...	...	...
Middle ditto — Vernacular ...	...	...	...	...	...	...
Total of Secondary Schools for girls	...	...	...	...	...	...
Total of Secondary Schools for boys and girls.	133	9,210	8,705	6,791	...	54,402
Primary Schools. For Boys ... Upper Primary ...	95	7,992	8,103	5,660	...	26,640
Lower Primary ...	...	...	...	...	...	...
Total Primary Schools for boys ...	95	7,992	8,103	5,660	...	26,640
For Girls ... Upper Primary ...	...	...	...	...	...	...
Lower Primary ...	...	...	...	...	...	...
Total Primary Schools for girls ...	...	...	...	...	...	...
Total Primary Schools for boys & girls	95	7,992	8,103	5,660	...	26,640
SCHOOL EDUCATION, SPECIAL — *Schools for Special Instruction.* Training Schools for Masters ...	...	...	...	...	...	...
Training Schools for Mistresses ...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...
Engineering and Surveying Schools ...	...	...	...	...	...	...
Technical and Industrial Schools ...	8	167	172	129	...	8,757
Commercial Schools	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...
Other Schools — Madrasas ...	...	...	...	...	...	...
Reformatory Schools...	...	...	...	...	...	...
Miscellaneous Schools	...	...	...	...	...	...
Total ...	8	167	172	129	...	8,757
INDIRECT EXPENDITURE.						
Buildings	...	...	...	...	...	9,072
Furniture and Apparatus (Special grants only).	...	...	...	...	...	2,451
Total ...	...	...	...	...	...	11,523
Inspection	...	...	...	...	...	...
Scholarships held in — Arts Colleges	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	...
Other Professional Colleges ...	...	...	...	...	...	...
Secondary Schools ...	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...
Other Special Schools ...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...
Grand Total ...	237	17,388	16,995	12,594	...	1,02,522

TABLE VII.

Instruction in Bengal for the official year 1907-1908.

ON PUBLIC INSTRUCTION.								
DISTRICT BOARDS.					INSTITUTIONS MANAGED BY—			Total District Fund expenditure on public instruction.
Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or Associations.	
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
950	774	275	3,599	6,798	...	...	...	1,200
...	...	...	...	...	...	...	...	...
950	774	275	3,599	6,798	...	...	...	1,200
1,566	9,775	...	...	11,491	...	250	2,328	2,728
...	9,545	2,782	224	27,292	...	240	83,530	98,511
...	15,312	2,000	16	56,839	...	...	21,495	61,006
1,566	34,632	4,782	240	95,622	...	490	1,07,353	1,62,245
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	60	60
...	...	...	...	...	...	...	60	60
1,566	34,632	4,782	240	95,622	...	490	1,07,413	1,62,305
...	1,818	...	...	28,458	229	...	1,41,957	1,68,826
...	...	...	...	...	21	...	4,62,709	4,62,730
...	1,818	...	...	28,458	250	...	6,04,666	6,31,556
...	...	...	...	...	...	...	5,779	5,779
...	...	...	...	...	21	...	68,252	68,273
...	...	...	...	...	21	...	74,031	74,052
...	1,818	...	...	28,453	271	...	6,78,697	7,05,608
...	...	...	...	...	1,163	...	...	1,163
...	...	...	...	...	...	...	65	65
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
240	1,391	...	2,372	12,760	...	...	3,599	12,356
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	360	360
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	22,431	22,431
240	1,391	...	2,372	12,760	1,163	...	26,455	36,375
250	...	10	611	9,943	101	...	9,937	19,110
...	...	...	15	2,466	54	...	2,730	5,235
250	...	10	626	12,409	155	...	12,667	24,345
...	...	...	...	...	...	...	...	87,837
...	...	...	...	...	...	...	...	28
...	...	...	...	...	...	...	...	215
...	...	...	...	...	...	...	...	2,003
...	...	...	...	...	...	...	...	16,375
...	...	...	...	...	...	...	...	14,935
...	...	...	...	...	...	...	...	694
...	...	...	...	...	...	...	...	4,028
...	...	...	...	...	...	...	...	1,191
...	...	...	...	...	...	...	...	1,27,306
...	...	...	...	...	...	...	...	61,533
3,006	38,615	5,067	6,837	1,56,047	1,589	490	8,25,232	11,18,672

GENERAL

Return showing the Distribution of District Board and Municipal Expenditure on Public

OBJECTS OF EXPENDITURE.	EXPENDITURE OF MUNICIPAL BOARDS — In Institutions managed by: Number of Institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Revenues.	Municipal Funds.
1	17	18	19	20	21	22
DIRECT EXPENDITURE.					Rs.	Rs.
UNIVERSITY EDN. — Arts Colleges	1	49	47	40	2,222	358
Professional Colleges ...	1	15	14	11	...	...
Total for Collegiate Education ...	**2**	**64**	**61**	**51**	**2,222**	**358**
Secondary Schools.						
SCHOOL EDUCATION, GENERAL. — For Boys. High Schools English ...	2	577	614	444	4,155	918
Middle ditto English ...	3	414	377	306	...	673
Vernacular ...	2	171	161	132	...	1,702
Total of Secondary Schools for Boys	**7**	**1,162**	**1,152**	**882**	**4,155**	**3,293**
For Girls. High Schools English ...	...	...	...	...	...	...
Middle ditto English ...	...	...	...	...	...	...
Vernacular ...	...	...	...	...	...	...
Total of Secondary Schools for Girls	...	...	...	...	...	...
Total of Secondary Schools for Boys and Girls.	**7**	**1,162**	**1,152**	**882**	**4,155**	**3,293**
Primary Schools.						
For Boys ... Upper Primary ...	4	160	139	104	...	735
Lower Primary ...	3	307	297	222	...	1,307
Total Primary Schools for Boys ...	**7**	**467**	**436**	**326**	...	**2,042**
For Girls ... Upper Primary ...	1	67	53	53	...	140
Lower Primary ...	...	...	...	...	...	...
Total Primary Schools for Girls ...	**1**	**67**	**53**	**53**	...	**140**
Total Primary Schools for Boys and Girls ...	**8**	**534**	**489**	**379**	...	**2,182**
Schools for Special Instruction.						
SCHOOL EDUCATION, SPECIAL. — Training Schools for Masters ...	...	...	...	...	...	...
Training Schools for Mistresses ...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...
Engineering and Surveying Schools ...	...	...	...	...	...	...
Technical and Industrial Schools ...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...
Other Schools — Madrasahs ...	...	...	...	...	...	...
Reformatory Schools...	...	...	...	...	...	...
Miscellaneous Schools	...	...	...	...	...	...
Total ...	...	...	...	...	...	...
INDIRECT EXPENDITURE.						
Buildings	...	..	...	...	...	1,017
Furniture and Apparatus (Special Grants only).	...	...	...	...	...	228
Total ...	...	...	...	...	...	1,245
Inspection	...	...	...	...	...	...
Scholarships held in — Arts Colleges	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	...
Other Professional Colleges ...	...	...	...	...	...	...
Secondary Schools ...	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...
Other Special Schools ...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...
Grand Total ...	**17**	**1,760**	**1,702**	**1,312**	**6,377**	**7,078**

TABLE VII.

Instruction in Bengal for the official year 1907-1908.

ON PUBLIC INSTRUCTION.									
Municipal Boards.					In Institutions managed by—			Total municipal expenditure on public instruction.	Total expenditure of District and Municipal Boards on public instruction.
District Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	District Boards.	Private persons or Associations.		
23	24	25	26	27	28	29	30	31	32
Rs.	Rs.	Rs.	Rs.	Rs					
...	3,312	...	1,849	7,741	...	950	...	1,308	2,508
...	925	...	...	925	...	...	...	...	...
...	4,237	...	1,849	8,666	...	950	...	1,308	2,508
250	12,807	...	...	18,130	...	1,566	6,405	8,889	11,617
240	2,497	797	..	4,207	...	...	7,320	7,993	1,06,504
...	366	...	...	2,068	372	...	2,190	4,264	65,270
490	15,670	797	...	24,405	372	1,566	15,915	21,146	1,83,391
...	...	...	...	...	...	...	405	405	405
...	...	...	...	...	...	...	651	651	651
...	...	...	...	...	...	...	831	831	891
...	..	...	...	...	...	...	1,887	1,887	1,947
490	15,670	797	...	24,405	372	1,566	17,802	23,033	1,85,338
...	79	...	...	814	143	...	16,733	17,611	1,86,437
...	98	...	...	1,405	...	...	43,496	44,803	5,07,533
...	177	...	...	2,219	143	...	60,229	62,414	6,93,970
...	80	256	28	504	...	...	4,577	4,717	10,496
...	...	...	...	...	...	...	9,659	9,659	77,932
...	80	256	28	504	...	...	14,236	14,376	88,428
...	257	256	28	2,723	143	...	74,465	76,790	7,82,398
...	...	...	...	...	...	...	...	...	1,163
...	...	...	...	...	...	...	...	...	65
...	...	...	...	...	...	...	100	100	100
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	240	80	320	12,676
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	360
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	9,061	9,061	31,492
...	...	...	...	...	...	240	9,241	9,481	45,856
...	...	...	...	1,017	...	250	5,931	7,198	26,308
...	...	...	...	228	...	...	680	908	6,143
...	...	...	...	1,245	...	250	6,611	8,106	32,451
...	...	...	...	...	...	...	...	2,966	90,803
...	...	...	...	...	...	...	...	...	28
...	...	...	...	...	...	...	...	...	215
...	...	...	...	...	...	...	...	215	2,218
...	...	...	...	...	...	...	...	131	16,506
...	...	...	...	...	...	...	...	...	14,935
...	...	...	...	...	...	...	...	...	694
...	...	...	...	...	...	...	...	125	4,153
...	...	...	...	...	...	...	...	...	1,191
...	...	...	...	...	...	...	...	3,437	1,30,743
...	...	...	...	...	...	...	...	8,849	70,382
490	20,164	1,053	1,877	37,039	515	3,006	1,08,119	1,31,004	12,49,676

GENERAL TABLE VIII.

Return showing the Attendance and Expenditure in Hostels or Boarding-houses in Bengal for the official year 1907-1908.

Class of Hostels or Boarding-houses.	Number of		Number of Boarders who are Students of					Expenditure from					
	Hostels or Boarding-houses.	Boarders—*vide* Note (1).	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	District or Municipal Funds.	Subscriptions and Endowments.	Fees.	Native States Revenues.	Total Expenditure.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
For Males.								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Managed by Government ...	31	1,482	222	...	737	218	305	76,419	...	4,028	85,585	...	1,66,032
Ditto District or Municipal Boards.	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided by Government or by District or Municipal Boards.	51	2,115	69	...	1,421	347	278	44,785	1,228	29,603	49,933	...	1,25,549
Maintained by Native States ...	5	92	...	...	88	...	...	...	...	50	15	255	320
Unaided	256	6,402	31	12	3,240	2,250	869	...	...	1,78,848	2,56,017	...	4,34,865
Total ...	**343**	**10,091**	**322**	**12**	**5,486**	**2,815**	**1,456**	**1,21,204**	**1,228**	**2,12,529**	**3,91,550**	**255**	**7,26,766**
For Females.													
Managed by Government ...	4	187	13	...	136	9	29	20,157	...	...	18,960	...	39,117
Ditto District or Municipal Boards.	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided by Government or by District or Municipal Boards.	28	1,934	9	30	1,228	484	183	48,823	75	40,643	33,959	...	1,23,500
Maintained by Native States ...	...	...	...	...	...	...	...	...	...	...	...	...	...
Unaided	41	2,048	...	...	949	971	128	...	...	98,582	1,12,197	...	2,10,779
Total ...	**73**	**4,169**	**22**	**30**	**2,313**	**1,464**	**340**	**68,980**	**75**	**1,39,225**	**1,65,116**	**...**	**3,73,396**
Grand Total ...	**416**	**14,260**	**344**	**42**	**7,799**	**4,279**	**1,796**	**1,90,184**	**1,303**	**3,51,754**	**5,56,666**	**255**	**11,00,162**

(1) "Boarders" in column 3 means only pupil-boarders.

EUROPEAN EDUCATION—GENERAL TABLE III.

EDUCATION GENERAL

Return of European Schools and Scholars in

CLASS OF INSTITUTIONS.	PUBLIC					
	UNDER PUBLIC					
	Managed by Government.				Managed by District or	
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.
1	2	3	4	5	6	7
SCHOOL EDUCATION, GENERAL.						
SECONDARY SCHOOLS.						
For Boys — High Schools ... English ...	...	...	...	...	...	...
For Boys — Middle Schools ... English ...	1	184	186	181	...	...
For Boys — Middle Schools ... Vernacular ...	...	...	...	...	...	...
Total for Boys' Schools ...	1	184	186	181	...	...
For Girls — High Schools ... English ...	1	112	114	110	...	...
For Girls — Middle Schools ... English ...	...	...	...	...	...	...
For Girls — Middle Schools ... Vernacular ...	...	...	...	...	...	...
Total for Girls' Schools ...	1	112	114	110	...	...
Grand Total Secondary Schools for Boys and Girls.	2	296	300	291	...	...
PRIMARY SCHOOLS.						
For Boys — Upper Primary	...	...	...	...	...	...
For Boys — Lower Primary	...	...	...	...	...	...
Total Primary Schools for Boys ...	...	...	...	...	...	...
For Girls — Upper Primary	...	...	...	...	...	...
For Girls — Lower Primary	...	...	...	...	...	...
Total Primary Schools for Girls ...	..	...	...	...	...	...
Grand Total of Primary Schools for Boys and Girls.	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL.						
Training Schools—						
(a) For Masters	...	...	...	...	...	...
(b) For Mistresses	1	15	15	15	...	...
Schools of Art	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...
Engineering and Surveying Schools ...	...	...	...	...	...	...
Industrial Schools	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...
Other Schools — Madrasas	...	...	...	...	...	...
Other Schools — Reformatory Schools ...	...	...	...	...	...	...
Other Schools — Miscellaneous Schools ...	...	...	...	...	...	...
Total ...	1	15	15	15	...	...
Total of Schools of Public Instruction ...	3	311	315	306	...	...

TABLE III.

Bengal for the official year 1907-1908.

INSTITUTIONS.

MANAGEMENT.						UNDER PRIVATE MANAGEMENT.			
Municipal Boards.		Maintained by Native States.				Aided by Government or by District or Municipal Boards.			
Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
8	9	10	11	12	13	14	15	16	17
...	...	...	...	...	...	5	1,026	985	886
...	...	...	...	...	...	7	1,194	1,131	1,126
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	**12**	**2,220**	**2,116**	**2,012**
...	...	...	...	...	...	7	1,052	981	837
...	...	...	...	...	...	21	2,226	2,103	1,883
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	**28**	**3,278**	**3,084**	**2,720**
...	...	...	...	...	...	**40**	**5,498**	**5,200**	**4,732**
...	...	...	...	...	...	5	356	333	290
...	...	...	...	...	...	1	58	63	60
...	...	...	...	...	...	**6**	**414**	**396**	**350**
...	...	...	...	...	...	14	1,024	888	719
...	...	...	...	...	...	3	90	82	61
...	...	...	...	...	...	**17**	**1,114**	**970**	**780**
...	...	...	...	...	...	**23**	**1,528**	**1,366**	**1,130**
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	2	102	100	95
...	...	...	...	...	...	2	116	112	102
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	**4**	**218**	**212**	**197**
...	...	...	...	...	...	**67**	**7,244**	**6,778**	**6,059**

EDUCATION GENERAL

Return of European Schools and Scholars in

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS. Under Private Management. Unaided. Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand Total of Institutions.	Grand Total of Scholars on the 31st of March.
1	18	19	20	21	22	23
SCHOOL EDUCATION, GENERAL.						
SECONDARY SCHOOLS.						
For Boys — High Schools ... English ...	2	557	528	460	7	1,583
For Boys — Middle Schools... English ...	...	...	...	...	8	1,378
For Boys — Middle Schools... Vernacular ...	...	...	...	...		...
Total for Boys' Schools ...	2	557	528	460	15	2,961
For Girls — High Schools ... English ...	...	...	...	...	7	1,052
For Girls — Middle Schools English ...	...	...	...	...	22	2,338
For Girls — Middle Schools Vernacular ...	...	...	...	...	...	...
Total for Girls' Schools ...	...	...	...	...	29	3,390
Grand Total Secondary Schools for Boys and Girls.	2	557	528	460	44	6,351
PRIMARY SCHOOLS.						
For Boys — Upper Primary	...	...	...	...	5	356
For Boys — Lower Primary	...	...	...	...	1	58
Total Primary Schools for Boys ...	....	...	...	...	6	414
For Girls — Upper Primary	...	...	...	...	14	1,024
For Girls — Lower Primary	...	...	...	...	3	90
Total Primary Schools for Girls ...	...	...	...	...	17	1,114
Grand Total of Primary Schools for Boys and Girls.	...	...	...	...	23	1,528
SCHOOL EDUCATION, SPECIAL.						
Training Schools—						
(a) For Masters	...	...	...	...	...	...
(b) For Mistresses	...	...	...	...	1	15
Schools of Art	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...
Engineering and Surveying Schools ...	...	...	...	...	...	...
Industrial Schools	...	...	...	...	2	102
Commercial Schools	...	...	...	...	2*	116
Agricultural Schools	...	...	...	...	...	...
Other Schools — Madrasas	...	...	...	...	...	...
Other Schools — Reformatory Schools ...	...	...	...	...	...	...
Other Schools — Miscellaneous Schools ...	...	...	...	...	...	...
Total ...	...	...	...	...	5	233
Total of Schools of Public Instruction ...	2	557	528	460	72	8,112

* 1 school for males with 49 pupils and 1 school for females with 67 pupils.

TABLE III.

Bengal for the official year 1907-1908.

Number of Scholars on the 31st of March learning.										
English.			A classical language.			A vernacular language.			Number of Girls in Boys' schools.	Number of Boys in Girls' schools.
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
24	25	26	27	28	29	30	31	32	33	34
1,583	...	1,583	919	...	919	53	...	53	...	...
1,358	20	1,378	369	...	375	...	...	...	20	...
...	...	...	...	6	...	...	...	...	...	...
2,941	20	2,961	1,288	6	1,294	53	...	53	20	...
191	861	1,052	27	467	494	...	...	...	...	191
454	1,884	2,338	109	611	720	...	...	...	...	454
...	...	...	...	...	...	...	...	...	...	...
645	2,745	3,390	136	1,078	1,214	...	...	...	...	645
3,586	2,765	6,351	1,424	1,084	2,508	53	...	53	20	645
212	144	356	22	6	28	23	13	36	144	...
58	...	58	...	...	...	...	...	...	...	...
270	144	414	22	6	28	23	13	36	144	...
374	650	1,024	8	16	24	...	...	...	...	374
36	54	90	...	...	...	...	5	5	...	36
410	704	1,114	8	16	24	...	5	5	...	410
680	848	1,528	30	22	52	23	18	41	144	410
...	...	...	...	...	...	...	...	...	...	...
...	15	15	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
102	...	102	...	...	...	...	...	...	...	...
49	67	116	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
151	82	233	...	...	...	...	...	...	...	...
4,417	3,695	8,112	1,454	1,106	2,560	76	18	94	164	1 055

GENERAL TABLE IIIA.

Number of Scholars in European Schools on the 31st March 1908, classified according to sex, race, or creed.

		European and Eurasian.	Native Christians.*	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Total.
				Brahmans.	Non-Brahmins.					
School Education—General—										
Secondary Schools—										
For Boys—										
High Schools ...	Male ...	1,453	2	34	5	31	1	41	16	1,583
	Female ...	...	...	...	...	...	...	...	...	...
Middle Schools—										
English ...	Male ...	1,312	8	3	...	7	12	2	14	1,358
	Female ...	20	...	...	...	...	...	...	...	20
Vernacular ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
For Girls—										
High Schools ...	Male ...	165	...	3	2	1	...	9	11	191
	Female ...	765	4	49	...	...	2	16	25	861
Middle Schools—										
English ...	Male ...	426	6	8	4	3	...	3	4	454
	Female ...	1,823	5	9	2	...	2	23	20	1,884
Vernacular ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
	Total ...	5,964	25	106	13	42	17	94	90	6,351
Primary Schools—										
For Boys ...	Male ...	253	16	...	...	...	...	1	...	270
	Female ...	141	...	...	...	...	...	1	2	144
For Girls ...	Male ...	385	12	...	...	...	11	1	1	410
	Female ...	664	23	...	...	...	10	1	6	704
	Total ...	1,443	51	...	...	...	21	4	9	1,528
School Education—Special—										
Training Schools ...	Male ...	15	...	...	...	...	...	...	...	15
	Female ...	...	...	...	...	...	...	...	...	...
Industrial Schools...	Male ...	102	...	...	...	...	...	...	...	102
	Female ...	...	...	...	...	...	...	...	...	...
Commercial Schools	Male ...	49	...	...	...	...	...	...	...	49
	Female ...	65	2	...	...	...	...	...	...	67
	Total ...	231	2	...	...	...	...	...	...	233
Total of Schools of Public Instruction.		7,638	78	106	13	42	38	98	99	8,112

* Include Aboriginal Christians.

EUROPEAN EDUCATION—GENERAL TABLE IV.

EDUCATION GENERAL

Return of Expenditure on Public Instruction in European

OBJECTS OF EXPENDITURE.	PUBLIC								
	UNDER PUBLIC								
	Managed by Government.							Managed by	
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.
1	2	3	4	5	6	7	8	9	10
DIRECT EXPENDITURE.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
SCHOOL EDUCATION, GENERAL.									
Secondary Schools.									
For Boys { High Schools ... English ...	...	...	...	...	...	...	...	...	...
For Boys { Middle ditto { English ...	30,341	...	...	7,500	...	...	37,841	...	...
For Boys { Middle ditto { Vernacular ...	...	...	...	...	...	...	...	...	...
Total for Secondary Schools for Boys ...	30,341	...	...	7,500	...	...	37,841	...	...
For Girls { High Schools ... English ...	...	...	...	...	...	...	...	...	...
For Girls { Middle ditto { English ...	13,003	...	...	7,502	...	...	20,505	...	...
For Girls { Middle ditto { Vernacular ...	...	...	...	...	...	...	...	...	...
Total for Secondary Schools for Girls ...	13,003	...	...	7,502	...	...	20,505	...	...
Total Secondary Schools both for Boys and Girls.	43,344	...	...	15,002	...	...	58,346	...	...
Primary Schools.									
For Boys { Upper Primary	...	...	...	...	...	...	...	...	...
For Boys { Lower Primary	...	...	...	...	...	...	...	...	...
Total for Primary Schools for Boys ...	...	...	...	...	...	...	...	...	...
For Girls { Upper Primary	...	...	...	...	...	...	...	...	...
For Girls { Lower Primary	...	...	...	...	...	...	...	...	...
Total for Primary Schools for Girls ...	...	...	...	...	...	...	...	...	...
Total Primary Schools for Boys and Girls.	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL.									
Training Schools for—									
(a) Masters	...	...	...	...	...	...	...	...	...
(b) Mistresses	5,514	...	...	...	...	...	5,514	...	...
Schools of Art	...	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	...
Medical Schools	...	...	..	...	...	...	...	...	...
Engineering and Surveying Schools ...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools ...	...	...	...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	...
Other Schools { Reformatory Schools ...	...	...	...	...	...	...	...	...	...
Other Schools { Madrasas	...	...	...	...	...	...	...	...	...
Other Schools { Miscellaneous Schools ...	...	...	..	...	...	...	...	...	...
Total ...	5,514	...	.	...	...	...	5,514	...	...
Total of Direct Expenditure ...	48,858	...	...	15,002	...	...	63,860	...	...

TABLE IV.

Schools in Bengal for the official year 1907-1908.

INSTITUTIONS.

Management.												Under Private Management.		
District or Municipal Boards.					Maintained by Native States.							Aided by Government.		
Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Native States Revenues.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	56,160	...	...
...	...	...	...	...	...	...	...	...	...	...	...	30,572	...	820
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	**86,732**	...	**820**
...	...	...	...	...	...	...	...	...	...	...	...	35,314	...	...
...	...	...	...	...	...	...	...	...	...	...	...	53,492	...	327
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	**88,806**	...	**327**
...	...	...	...	...	...	...	...	...	...	...	...	**1,75,538**	...	**1,147**
...	...	...	...	...	...	...	...	...	...	...	...	18,746	...	48
...	...	...	...	...	...	...	...	...	...	...	...	1,342	...	...
...	...	...	...	...	...	...	...	...	...	...	...	**20,088**	...	**48**
...	...	...	...	...	...	...	...	...	...	...	...	14,122	...	920
...	...	...	...	...	...	...	...	...	...	...	...	1,336	...	156
...	...	...	...	...	...	...	...	...	...	...	...	**15,458**	...	**1,076**
...	...	...	...	...	...	...	...	...	...	...	...	**35,546**	...	**1,124**
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	1,079	...	...
...	...	...	...	...	...	...	...	...	...	...	...	1,050	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	**2,129**	...	...
...	...	...	...	...	...	...	...	...	...	...	...	**2,13,213**	...	**2,271**

EDUCATION GENERAL

Return of Expenditure on Public Instruction in European

OBJECTS OF EXPENDITURE.	PUBLIC					
	UNDER PRIVATE					
	Aided by Government—*concld.*				Unaided.	
	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.
1	26	27	28	29	30	31
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
SCHOOL EDUCATION, GENERAL.						
Secondary Schools.						
For Boys { High Schools*... English ...	58,284	...	37,955	1,52,399	59,417	...
For Boys { Middle ditto { English ...	24,180	8,644	17,799	82,015	...	...
For Boys { Middle ditto { Vernacular...	...	...	...	.....	...	...
Total for Secondary Schools for Boys ...	**82,464**	**8,644**	**55,754**	**2,34,414**	**59,417**	...
For Girls { High Schools ... English ...	79,734	158	17,107	1,32,313	...	...
For Girls { Middle ditto { English ...	72,117	13,575	16,387	1,55,898	...	...
For Girls { Middle ditto { Vernacular...	...	...	...	.....	...	...
Total for Secondary Schools for Girls ...	**1,51,851**	**13,733**	**33,494**	**2,88,211**	...	...
Total Secondary Schools both for Boys and Girls.	**2,34,315**	**22,377**	**89,248**	**5,22,625**	**59,417**	...
Primary Schools.						
For Boys { Upper Primary	3,946	12,416	965	36,121	...	...
For Boys { Lower Primary	744	...	715	2,801	...	...
Total for Primary Schools for Boys ...	**4,690**	**12,416**	**1,680**	**38,922**	...	...
For Girls { Upper Primary	8,337	1,737	8,360	33,476	...	...
For Girls { Lower Primary	388	...	2,255	4,135	...	...
Total for Primary Schools for Girls ...	**8,725**	**1,737**	**10,615**	**37,611**	...	...
Total Primary Schools for Boys and Girls.	**13,415**	**14,153**	**12,295**	**76,533**	...	...
SCHOOL EDUCATION, SPECIAL.						
Training Schools for—						
(*a*) Masters	...	...	...	.....	...	...
(*b*) Mistresses	...	...	...	.....	...	...
Schools of Art	...	...	...	.....	...	...
Law Schools	...	...	...	.....	...	...
Medical Schools	...	...	...	.....	...	...
Engineering and Surveying Schools ...	...	...	...	.....	...	...
Technical and Industrial Schools ...	3,383	...	94	4,556	...	...
Commercial Schools	963	...	333	2,346	...	...
Agricultural Schools	...	...	...	.....	...	...
Other Schools { Reformatory Schools ...	...	...	...	.....	...	...
Other Schools { Madrasas	...	...	...	.....	...	...
Other Schools { Miscellaneous Schools ...	...	...	...	.....	...	...
Total ...	**4,346**	...	**427**	**6,902**	...	...
Total of Direct Expenditure ...	**2,25,076**	**36,530**	**1,01,970**	**6,06,060**	**59,417**	...

TABLE IV.

Schools in Bengal for the official year 1907-1908.

INSTITUTIONS.									
MANAGEMENT.		TOTAL EXPENDITURE FROM—							GRAND TOTAL.
Unaided.									
						All other sources.			
							Public.		
Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Private.	Native States Revenues.	Imperial contributions.	
32	33	34	35	36	37	38	39	40	41
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	59,417	56,160	...	...	1,17,701	37,955	...	...	2,11,816
...	...	60,913	...	820	31,680	26,443	...	...	1,19,856
...	...	...	...	...	...	...	...	...	.....
...	59,417	1,17,073	...	820	1,49,381	64,398	...	...	3,31,672
...	...	35,314	...	...	79,734	17,265	...	...	1,32,313
...	...	66,495	...	327	79,619	29,962	...	...	1,76,403
...	...	...	...	...	...	...	...	...	.....
...	...	1,01,809	...	327	1,59,353	47,227	...	...	3,08,716
...	59,417	2,18,882	...	1,147	3,08,734	1,11,625	...	...	6,40,388
...	...	18,746	...	48	3,946	13,381	...	...	36,121
...	...	1,342	...	...	744	715	...	...	2,801
...	...	20,088	...	43	4,690	14,096	...	...	38,922
...	...	14,122	...	920	8,337	10,097	...	...	33,476
...	...	1,336	...	156	388	2,255	...	...	4,135
...	...	15,458	...	1,076	8,725	12,352	...	...	37,611
...	...	35,546	...	1,124	13,415	26,448	...	...	76,533
...	...	...	...	...	...	...	...	...	.....
...	...	5,514	...	...	...	...	...	...	5,514
...	...	...	...	...	...	...	...	...	.....
...	...	...	...	...	...	...	...	...	.....
...	...	...	...	...	...	...	...	...	.....
...	...	...	...	...	...	...	...	...	.....
...	...	1,079	...	...	3,383	94	...	...	4,556
...	...	1,050	...	...	963	333	...	...	2,346
...	...	...	...	...	...	...	...	...	.....
...	...	...	...	...	...	...	...	...	.....
...	...	...	...	...	...	...	...	...	.....
...	...	...	...	...	...	...	...	...	.....
...	...	7,643	...	...	4,346	427	...	...	12,416
...	59,417	2,62,071	...	2,271	3,26,495	1,38,500	...	...	7,29,337.

EDUCATION, GENERAL

Return of Expenditure on Public Instruction in European

OBJECTS OF EXPENDITURE.	PUBLIC								
								UNDER PUBLIC	
	Managed by Government.							Managed by	
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.
1	2	3	4	5	6	7	8	9	10
INDIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
Building	28,639	..	...	...	...	...	28,639	...	...
Furniture and Apparatus (Special Grants only).	2,247	...	...	...	...	...	2,247	...	...
Total ...	30,886	..	...	...	...	...	30,886	...	...
University	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...
Inspection	...	...	..	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...
Scholarships or stipends held in: Arts Colleges... ...	...	...	...	...	...	...	...	...	...
Medical College ...	...	...	...	...	...	...	...	...	...
Other Professional Colleges	...	...	...	...	...	...	...	...	...
Secondary Schools ...	..	...	...	...	...	...	...	...	...
Primary Schools ...	.	...	...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools. ...	...	...	...	...	...	...	...	...	...
Other Special Schools ...	...	...	...	...	...	...	...	...	...
Total charges for scholarships ...	...	...	...	...	...	...	...	...	...
Miscellaneous—									
Hostel (Boarding) charges ...	...	...	...	...	...	...	...	...	...
Charges for abolished schools ...	...	...	...	...	...	...	...	...	...
Charges for conducting examination...	...	...	...	...	...	...	...	...	...
Stipends, prizes, and rewards to unrecognized Tols.	...	...	..	...	...	...	...	...	...
Stipends, prizes, and rewards to Maktabs.	...	...	..	...	...	...	...	...	...
Payments to European Cadets ...	...	...	...	...	...	...	...	...	...
Contingencies and Miscellaneous ...	...	...	...	...	...	...	...	...	...
Total Miscellaneous charges ...	...	...	...	...	...	...	...	...	...
Total of indirect Expenditure ...	30,886	...	...	...	...	...	30,886	...	...
Total Expenditure on Public Instruction in 1907-1908.	79,744	...	...	15,002	...	...	94,746	...	...

TABLE IV.

Schools in Bengal for the official year 1907-1908.

INSTITUTIONS.

MANAGEMENT.												UNDER PRIVATE MANAGEMENT.		
District or Municipal Boards.					Maintained by Native States.							Aided by Government or by District or Municipal Boards.		
Municipal Funds.	Fees, including fees paid from Mohsin fund.	Subscriptions.	Endowments and other sources.	Total.	Native States Revenues.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
												Rs.	Rs.	Rs.
...	...	...	...	..	...	...	...	...	...	...	...	29,355	...	...
...	...	...	...	...	...	...	...	...	...	...	...	1,447	...	...
...	...	...	...	...	...	...	...	...	...	...	...	30,802	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	30,802	...	...
...	...	...	...	...	...	...	...	...	...	...	...	2,44,015	...	2,271

EDUCATION GENERAL

Return of Expenditure on Public Instruction in European

OBJECTS OF EXPENDITURE.	PUBLIC					
	UNDER PRIVATE					
	Aided by Government—*concld.*				Unaided.	
	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.
1	26	27	28	29	30	31
INDIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Building	12,437	3,626	11,071	56,489	1,139	...
Furniture and Apparatus (Special Grants only).	7,593	5,786	7,744	22,570	3,085	...
Total ...	20,030	9,412	18,815	79,059	4,224	...
University	...	...	...	.....	...	...
Direction	...	...	...	.....	...	...
Inspection	...	...	...	.....	...	...
Scholarships or stipends held in: Arts Colleges... ...	...	...	...	.....	...	...
Medical College ...	...	...	...	.....	...	...
Other Professional Colleges	...	...	...	.....	...	...
Secondary Schools ...	...	...	...	.....	...	...
Primary Schools ...	...	...	...	.....	...	...
Medical Schools ...	...	...	...	.....	...	...
Technical and Industrial Schools.	...	...	...	.....	...	...
Other Special Schools ...	...	...	...	.....	...	...
Total ...	...	...	...	.....	...	...
Miscellaneous—						
Hostel (Boarding) charges ...	...	...	...	.....	...	...
Charges for abolished schools ...	...	...	...	.....	...	...
Charges for conducting examinations	...	...	...	.....	...	...
Stipends, prizes and rewards to unrecognised Tols.	...	...	...	.....	...	...
Stipends, prizes and rewards to Maktabs.	...	...	...	.....	...	...
Payments to other private schools ...	...	...	...	.....	...	...
Contingencies and Miscellaneous ...	...	...	...	.....	...	...
Total Miscellaneous charges ...	...	...	...	.....	...	...
Total of Indirect Expenditure ...	20,030	9,412	18,815	79,059	4,224	...
Total Expenditure on Public Instruction in 1907-1908.	2,72,106	45,942	1,20,785	6,85,119	63,641	...

TABLE IV.

Schools in Bengal for the official year 1907-1908.

INSTITUTIONS.									
MANAGEMENT.	TOTAL EXPENDITURE FROM.								GRAND TOTAL.
Unaided.									
						All other sources.			
							Public.		
Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Private.	Native States Revenues.	Imperial contributions.	
32	33	34	35	36	37	38	39	40	41
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		Rs.
1,558	2,697	57,994	...	...	13,576	16,255	...	...	87,825
1,921	5,006	3,694	...	...	10,678	15,451	...	...	29,823
3,479	7,703	61,688	...	...	24,254	31,706	...	...	1,17,648
...	...	...	...	...	...	...	...	...	.....
...	...	...	...	...	...	...	...	...	.....
...	...	18,107	...	...	...	...	...	...	18,107
...	...	...	...	...	...	...	...	...	.....
...	...	...	...	...	...	...	...	...	.....
...	...	...	...	...	...	...	...	...	.....
...	...	9,867	...	...	...	...	...	...	9,867
...	...	...	...	...	...	...	...	...	.....
...	...	...	...	...	...	...	...	...	.....
...	...	1,007	...	...	...	...	...	...	1,007
...	...	...	...	...	...	...	...	...	.....
...	...	28,931	...	...	...	...	...	...	28,931
...	...	1,09,789	...	...	3,59,432	1,52,115	...	...	6,21,336
...	...	...	...	...	...	...	...	...	.....
...	...	3,836	...	...	...	...	...	...	3,836
...	...	...	...	...	...	...	...	...	.....
...	...	...	...	...	...	...	...		.....
...	...	6,189	...	...	84,246	70,155	...	...	1,60,590
...	...	6,626	...	...	...	185	...	...	6,811
...	...	1,26,440	...	...	4,43,678	2,22,455	...	...	7,92,573
3,479	7,703	2,17,109	...	...	4,67,932	2,54,161	...	...	9,39,202
4,106	67,747	4,79,180	...	2 271	7,94,427	3,92,661	...	...	16,68,539

Education General Table V.

Return of the stages of Instruction of Pupils in Public Schools for Secondary Education in European Schools at the end of the official year 1907-1908.

Class of Schools.	Number of Schools.	Number of pupils on the rolls on 31st March 1908.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage but have not passed the matriculation examination, or an examination of an equivalent Standard.			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.			Upper Primary Stage. Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Lower Primary Stage. Comprising all pupils who have not passed beyond the Lower Primary Stage. Reading printed books.			Lower Primary Stage. Comprising all pupils who have not passed beyond the Lower Primary Stage. Not reading printed books.			Total.		
			1			2			3			4			5					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Secondary Schools for Boys.																				
Government, English	1	184	10	...	10	80	...	80	60	...	60	36	...	34	...	...	...	184	...	184
Aided "	12	2,220	125	...	125	675	4	679	620	7	627	780	9	789	...	...	...	2,200	20	2,220
Unaided "	2	557	101	...	101	220	...	220	142	...	142	94	...	94	...	...	...	557	...	557
Total ...	15	2,961	236	...	236	975	4	979	822	7	829	908	9	917	...	...	...	2,941	20	2,961
Secondary Schools for Girls.																				
Government, English	1	112	...	14	14	...	47	47	...	30	30	...	21	21	...	...	...	...	112	112
Aided "	28	3,278	13	96	109	63	604	667	84	658	742	485	1,275	1,760	...	...	...	645	2,633	3,278
Unaided "	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	29	3,390	13	110	123	63	651	714	84	688	772	485	1,296	1,781	...	...	...	645	2,745	3,390
Total Secondary Schools for Boys and Girls.	44	6,351	249	110	359	1,038	655	1,693	906	695	1,601	1,393	1,305	2,698	...	...	...	3,586	2,765	6,351

Primary Schools for Boys.																				
Government ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided ...	6	414	...	...	...	34	19	53	56	26	82	180	99	279	...	...	...	270	144	414
Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	6	414	...	...	...	34	19	53	56	26	82	180	99	279	...	...	...	270	144	414
Primary Schools for Girls.																				
Government ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided	16	1,109	...	...	...	8	14	22	38	160	198	364	525	889	...	...	...	410	699	1,109
Unaided ...	1	5	...	...	...	...	...	...	...	...	...	...	5	5	...	...	...	...	5	5
Total ...	17	1,114	...	...	...	8	14	22	38	160	198	364	530	894	...	...	...	410	704	1,114
Total Primary Schools for Boys and Girls.	23	1,528	...	...	...	42	33	75	94	186	280	544	629	1,173	...	...	...	680	848	1,528
Grand Total for 1907-1908 (for Secondary and Primary Schools).	67	7,879	249	110	359	1,080	688	1,768	1,000	881	1,881	1,937	1,934	3,871	...	...	...	4,266	3,613	7,879

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GENERAL DEPARTMEN.

EDUCATION.

CALCUTTA, THE 24TH NOVEMBER 1908.

RESOLUTION No. 8037.

READ—

The Report on Public Instruction in Bengal for 1907-08.

The year under review has been one of considerable activity and development in almost all departments of education. Various schemes of reform have either been completed or set on foot. Among the most important of these reforms are the strengthening of the Inspecting staffs for both boys' and girls' schools, the formation of governing bodies for Government colleges and of Committees of Management for Government High schools, the establishment of a training college for English teachers in Calcutta, the extension of the system of guru-training schools, the constitution of a joint Board for the Provinces of Bengal and Eastern Bengal and Assam for controlling the Sanskrit First, Second and Title examinations, the separation of the cadres of the Education Services in the two Provinces, and the transfer to Government service under the Education Department of the Sub-Inspectors of Schools who had hitherto served under the District Boards. The scheme for opening a residential Arts College at Ranchi received the approval of the Secretary of State during the year, and a residential training school for female teachers at Bankipore has also been sanctioned. The Reformatory School at Alipore has been closed, the boys being removed to the Hazaribagh Reformatory School. A Conference composed of the leading representatives of Muhammadan Society has worked out proposals for the improvement of Muhammadan education in all its stages. Mr. J. G. Cumming, I.C.S., was on special duty for six months in connection with the whole question of industrial development and technical education in Bengal. His report has been received and considered by a Conference since the close of the year. Mr. E. R. Watson of the Indian Educational Service was also deputed to make inquiries with regard to specified industries. His valuable reports have been considered and widely circulated. A Joint Technical Examination Board for the Provinces of Bengal and Eastern Bengal and Assam was constituted during the year to control the Overseers and Sub-Overseers examinations. The scheme for opening a Central Weaving School at Serampore was sanctioned by the Secretary of State in April 1907. The Principal has lately joined his post, and it is hoped that the project will now develop rapidly. Among important questions which were dealt with during the year, but which still await final orders, are the appointment of a Special Adviser to Government, with regard to industries and technical education, the improvement of Government colleges generally, the establishment of a departmental school final examination, the general improvement of secondary and primary education, and the position and prospects of the Provincial Educational Service. Lastly, the revision of the Code of Regulations for European Schools has been completed and, the Code itself is about to be published.

CONTROLLING AGENCIES.

The cadre of the Indian Educational Service consists of 32 sanctioned appointments, but the ranks of the service are still far below full strength, and the Director reports that at the close of the year only 22 appointments were filled. Mr. H. A. Stark of the Provincial Educational Service has been temporarily appointed as second Assistant Director of Public Instruction, as an experimental measure, for six months, in order to enable the Director of Public Instruction to cope with the heavy pressure of work. At the end of this period the question of the creation of an additional post as a permanent measure will be considered. When the full complement of officers has been recruited under the scheme sanctioned by the Secretary of State for an increase of the inspecting staff, each Division will be placed in the educational charge of an Inspector of Schools belonging to the Indian Educational Service, who will be assisted by an

additional Inspector of Schools, who will be a member of the Provincial Educational Service. A second Inspectress of Schools has been appointed in the Indian Educational Service and placed in charge of female education in the Hindi-speaking Divisions of Bihar, Bhagalpur and Chota Nagpur, Miss Brock's jurisdiction being restricted to the Bengali and Uriya-speaking Divisions and to the European schools. Five additional Assistant Inspectresses have also been appointed, and there is now an officer of this class working in each Division.

Collegiate Education.

Consequent on the introduction of the new Regulations of the Calcutta University, college classes have been organised on a new basis. The staffs in the Government colleges have been strengthened in order to meet the new requirements, but the larger scheme for the general development of the colleges awaits the sanction of the Secretary of State. The Director reports that in the Presidency College there is little corporate spirit or social life, and that the state of discipline in the College is not satisfactory. This is much to be regretted, and the Lieutenant-Governor trusts that the revision and reconstitution of the College Council which has been effected by the present Principal, Mr. James, will have important results, and that the whole staff will co-operate towards improving not only the efficiency but the general tone of the College. The College is at present cramped for want of space and various schemes have been carefully considered by which its needs can be provided for either by expansion on the existing site or by removal to the suburbs. It was finally decided last year to enlarge the college *in situ*, and the Lieutenant-Governor is unable to accept Mr. Küchler's opinion that the question might well be reconsidered. The Minto Hostel for the Hindu students of the Patna College has been completed and occupied, and the hostel for the Muhammadan students is almost ready for occupation. A gymnasium shed has been provided, and the construction of the amalgamated laboratories for the college, the Bihar School of Engineering and the Temple Medical School is now engaging attention.

Secondary Education for boys.

During the year under review the total number of secondary schools increased from 1,441 to 1,454, in spite of a decrease in the previous year; there was also an appreciable increase in the number of pupils. The total expenditure on these schools rose from Rs. 25,43,105 in 1906-07 to Rs. 26,24,413, a difference of Rs. 81,308. The greater part of the increase was, however, absorbed by the high schools, a fact which shows that purely vernacular education continues to be unpopular.

In the last year's Resolution the Lieutenant-Governor indicated the lines on which improvements might be made with regard to secondary education and remarked that the introduction of a school final examination and the institution of a model school in each district were questions of the greatest moment. The decision of the Government of India on the first question has been received and a Committee has been constituted to consider the courses of study for the four highest classes of high schools and to make proposals for the introduction of the school final examination.

Primary Education.

There has been no increase in the number of primary schools. The number of pupils, however, increased from 953,455 to 983,254, while the total expenditure on primary education showed an expansion from Rs. 25,50,768 to Rs. 27,57,664.

Training of teachers.

The want of trained teachers conversant with the approved methods of teaching has long been felt in the case of both boys' and girls' schools. In the earlier part of the year, the Director of Public Instruction submitted proposals for the establishment of a training college for English teachers at Calcutta, with a senior department for graduates and a junior department for undergraduates, and of two training schools for vernacular teachers, one at Calcutta and the other at Bankipore. The cost of this scheme rendered it, for the time, impracticable, and it was decided to make a beginning on a less ambitious scale. A Committee of Educationists was accordingly appointed to consider the question, and in accordance with their recommendation a training college has been opened at Calcutta for the training of a small number of graduate teachers who

will be prepared for the Bachelor of Teaching Examination of the Calcutta University. The classes of the Hare and Hindu Schools are being utilised for practical work, and the college itself has been named after David Hare in accordance with the unanimous recommendation of the Committee. Since the close of the year, sanction has been given to the establishment of a college for Bihari teachers at Bankipore. The establishment of residential colleges at Calcutta and at Bankipore for the training of Muhammadan and Hindu female teachers has also been sanctioned. The present curriculum of the vernacular training schools is unsatisfactory in several respects, and a conference will be appointed during the ensuing cold weather to examine it and submit proposals for its revision. In the case of the Ranchi Training School in particular the curriculum has been found to be needlessly cumbrous and ill-adapted to the capacities and requirements of the aboriginal teachers of Chota Nagpur for whom the school is primarily intended. Steps have been taken to exclude Urdu from and to include elementary English in the curriculum and to simplify the existing Hindi and mathematical standards. An earnest endeavour was made during the year to improve the existing guru-training schools and to increase the number of such schools so as to provide for one school in each subdivision. A number of new buildings were constructed, and at the end of the year 93 new schools were at work.

Professional and technical education.

The demand which the new University Regulations make on all colleges seeking affiliation in law has led to the issue of orders for the closing of the B. L. classes in Government mufassal colleges with effect from the date of the examination of 1908. Since the close of the year, however, in deference to public opinion, Government has decided to continue the classes in the Patna College and the question of also maintaining such classes at the Ravenshaw College, Cuttack, is under consideration. The Government Commercial Classes, Calcutta, still labour under the difficulties arising from public apathy, the supremacy of the University examinations and the attraction of Government service, but it is hoped that these classes will prove useful and will develop in connection with the awakening commercial activity of the province.

The Sibpur Engineering College had 353 students on the 31st March 1908, as compared with 366 at the end of the preceding year. The results of the B. E. and F. E. examinations continue to be satisfactory. There was no improvement in the health of the college. The Bihar School of Engineering and Cuttack Survey School continue to work on the old lines. It is satisfactory to note that these schools are being used more largely by Bihari and Uriya students for whom they are primarily intended. The mining classes connected with the Sibpur College continued to work successfully.

The education of Indian girls and women.

The situation with regard to female education is decidedly more hopeful. At the close of the year there were 138,279 girls and women in all classes of public institutions for Indians, showing an increase over 10,000 since the close of the preceding year. The Bethune College had a larger number of girls on the rolls than it has ever had before, and the results of the University examinations were satisfactory as regards both the college and collegiate school. With a view to overcoming Muhammadan opposition to female education a special syllabus of instruction has been prescribed, and readers in accordance with the syllabus are now under preparation at Government expense.

The education of Muhammadans.

At the close of the year the number of Muhammadan pupils in all institutions showed an increase of 14 per cent. over the number of the previous year, but there was a serious decline in the number of Muhammadans receiving a University education. The scheme for the encouragement of Maktabs worked successfully, and many new Maktabs were started.

Education of special classes.

The Nawab's Madrassah and the Nawab's High School at Murshidabad are about to be amalgamated, and the Nizamat pupils will study at the amalgamated institution with the privileges they already enjoy. There was an increase of 11 *per cent.* on the number of aboriginal students returned as being under instruction at the close of the year 1906-1907, the most marked

expansion having taken place among the Sonthals. There was also a satisfactory increase in the number of pupils of the indigent classes and the low caste Hindus.

PHYSICAL AND MORAL TRAINING.

The Director expresses a belief that there is a growing tendency on the part of parents and guardians, and of the managers of schools and colleges to realize the futility of allowing students and school boys to interest themselves actively in politics while they are still under instruction, or of entrusting their education to teachers whose influence tends in that direction. The Lieutenant-Governor trusts that this belief is justified by the facts, and that parents are beginning to recognize and to assist the desire of Government to protect boys and students from ruining their prospects in life by neglecting their studies for the pursuit of political ideals which are pernicious in themselves and which they are unable to understand.

It is expected that the operation of the new University Regulations with regard to the residence of students which came into force in the year under review will have salutary effects, but there is much to be done yet to put the hostel system on a satisfactory footing. His Honour's thanks are due to Mr. Earle, I.C.S., who was in charge of the Department until the 22nd February 1908, and to his successor Mr. Kuchler who has submitted the report under review. Sir Andrew Fraser is pleased to acknowledge their unsparing efforts in the cause of education and the ever increasing act vity in educational matters and public interest in the subject which are the results of those efforts. At the same time there is no escaping the fact, on which the Directer dwells at the close of his report, that the development of education is largely a matter of funds, and that its demands are far beyond the present resources of Government. This has been recognized in the Resolution of this Government on the Report on Educational Progress during the years 1902-1903 to 1906-1907, which was published in February 1908, and the Lieutenant-Governor can only repeat the opinion then expressed that genuine progress must in great measure depend on the amount of private financial assistance to educational institutions which may be forthcoming. It is also of the first importance that the funds at the disposal of the Department should be allotted with the greatest care, and after careful consideration of the respective merits of various schemes and institutions. Sir Andrew Fraser hopes that the Director's recommendations for Government grants will in future be prepared on a more definite system than has been the case in past years.

By order of the Lieutenant-Governor of Bengal,

H. C. STREATFEILD,
Secy. to the Govt. of Bengal.

No. 8039.

COPY forwarded to the Director of Public Instruction, Bengal, for information. He is now authorised to publish his report.

Nos. 8040-46.

COPY forwarded to all Commissioners of Division, for information.

No. 8047.

COPY forwarded to the Municipal Department of this Government, for information.

By order of the Lieutenant-Governor of Bengal,

J. A. L. SWAN,
Offg. Under-Secy. to the Govt. of Bengal.

CALCUTTA,
The 24th November 1908.

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